

CHICAGO
SCHOOLS
JOURNAL

Volume XXXV

Nos. 5-6

January-February, 1954

WITH SUPPLEMENT



CHICAGO SCHOOLS JOURNAL

An Educational Magazine for Chicago Teachers

Editorial Office: Chicago Teachers College, 6800 Stewart Avenue

Chicago 21, Illinois

Telephone: AB erdeen 4-3900

PUBLISHED BY THE BOARD OF EDUCATION

WILLIAM B. TRAYNOR, President

BENJAMIN C. WILLIS, General Superintendent of Schools

DON C. ROGERS, Assistant Superintendent

EDITORIAL STAFF

EDITOR	Raymond M. Cook
MANAGING EDITOR	Louise M. Jacobs
ART	Coleman Hewitt
NEW TEACHING AIDS	Joseph J. Urbancek
NEWS	George J. Steiner
PERIODICALS	Philip Lewis
BOOKS	Ellen M. Olson
STAFF PHOTOGRAPHER	Paul E. Harrison
SECRETARY	Mabel Thorn Lulu

Front Cover — Saint-Gaudens' Statue of Lincoln in Lincoln Park
Courtesy of Max D. Engelhart

Back Cover — Etching by Ralph M. Pearson of Lincoln's Birthplace in Hardin (now Larue) County, Kentucky
Courtesy of the Chicago Historical Society

SOCIAL SECURITY, WHAT IT CAN MEAN TO YOU	Thomas M. Galbreath	97
NAMING OUR SCHOOLS	Don C. Rogers	101
FREE SUBSCRIPTIONS AS TEACHING AIDS	Muriel Beuschlein	106
A-V WORKSHOP FOR IN-SERVICE TEACHERS	Philip Lewis	113
PRIMITIVE CERAMICS	Fred O. Anderson	116
CHICAGO, MAIL ORDER CAPITAL	John D. Austin	119
NEW TEACHING AIDS	Edited by Joseph J. Urbancek	124
NEWS	Edited by George J. Steiner	127
PERIODICALS	Edited by Philip Lewis	131
BOOKS —	Edited by Ellen M. Olson	134
IMPORTANT NEW BOOKS		134
INEXPENSIVE PAMPHLET MATERIAL		142
JOURNAL ARTICLES ON CHICAGO		144

SOCIAL SECURITY

What it Can Mean to You

THOMAS M. GALBREATH¹

SOCIAL SECURITY ADMINISTRATION

RECENTLY the Consultants on Social Security appointed by the Secretary of Health, Education, and Welfare submitted a report on extension of Old-Age and Survivors Insurance to additional groups of current workers. This report embodied the following objectives:

1. Inclusion of all workers, employed and self-employed.
2. Payment of benefits related to prior earnings and as a matter of right without a needs test.
3. Financing on a contributory basis.

A summary of this report follows:

In accordance with the President's policy to extend old-age and survivors insurance, we recommend the following:

1. Allow coverage under Federal-State agreements of members of State and local government retirement systems under provisions requiring that all members of a coverage group be brought in if any are covered.
2. Cover self-employed professional persons on the same basis as other self-employed now covered and cover internes by deleting the present exclusion of services of internes in the definition of employment.
3. Cover farm operators on a basis consistent with that on which other self-employed are now covered.
4. Cover cash wages earned in hired farm work regardless of the number of days the individual works for a single employer, and remove the exclusion of workers employed in cotton ginning and the production of gum naval stores.
5. Cover cash wages of domestic workers regardless of the number of days the individual works for a single employer.
6. Allow coverage for ministers and members of religious orders (other than those who take a vow of poverty) on a basis similar to that on which other employees of non-profit organizations may now be covered.

7. Cover employees engaged in fishing and similar activities who are now excluded.
8. Cover home workers in States without licensing laws on the same basis as those in States with licensing laws.
9. Cover American citizens employed on vessels of foreign registry by American employers on the same basis as other American citizens working outside the United States for American employers.
10. Extend for a limited period the present provision of giving "free" wage credits of \$160 a month for service in the armed forces.
11. Revise the method for computing the average monthly wage to provide that the three years in which earnings credits were the lowest (or nonexistent) would ordinarily be disregarded, but in no case shall the period over which the average monthly wage is computed be less than the period of time required for the worker to obtain fully insured status.

The Old-Age and Survivors Insurance is a Federal program administered wholly by the Federal Government. It is insurance for you and your family, based on your earnings in work covered by the Federal social security law and earnings from self-employment. Offices are established throughout the country and practically all communities are accessible to a field office. The program became effective January 1, 1937, and was restricted to wage earners in private industry and commerce. The amendments of 1950 extended coverage beginning with January 1951 to such groups as non-farm self-employed, household workers, farm workers, employees of nonprofit institutions, Federal and state employees. In addition, provision was made to allow wage credits of \$160 per month for military service beginning with September 15, 1940, and ending

¹District Manager

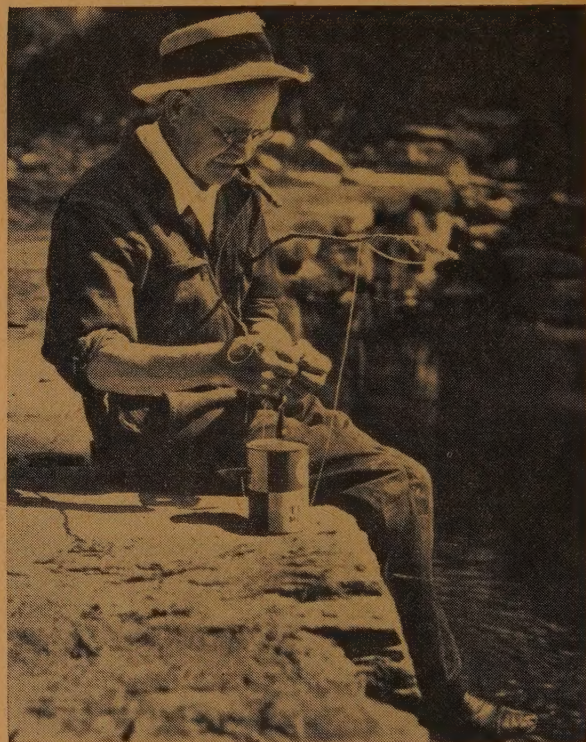


Well-Earned Security

June 30, 1955. These wage credits may go to the wage records of those who died in service as well as those who die after discharge. It is not necessary for people in military service to have social security cards. The wage credits of \$160 a month are not added to social security records year after year like other earnings but are put into the record at the time a claim is made for retirement or survivors insurance payments. The survivors of men and women who died in service or after discharge should get in touch with the nearest social security office as soon as possible.

The amendments of 1950 excluded from self-employment coverage such groups as farm operators; professional groups, such as physicians, dentists, architects, osteopaths, optometrists, naturopaths, veterinarians, chiropractors; Christian Science practitioners; licensed or registered accountants, Certified Public Accountants, or full time practicing accountants; funeral directors; and professional engineers.

Also, coverage of household workers and farm employees was limited to those who were regularly employed. Other exceptions were made in these amendments. The President of the United States has recommended that the report of the Consultants as stated in the summary be adopted and, if the Congress should approve, these groups which were excluded in the 1950 amendments will be given coverage.



Deserved Relaxation

The program provides regular monthly benefits to insured workers and their families when they reach age 65 and retire; and also their survivors, if the insured die at any age.

Each worker in a covered job pays a small percentage of his wages, not counting any wages over \$3,600 in any one year, as his contribution. His employer pays an equal amount. Beginning January 1, 1954, the rate for both the employee and employer will be 2 per cent. This is an increase from 1½ per cent in 1953. The

self-employed person pays his own contribution at the time he completes his income tax payment; his rate for 1954 will be 3 per cent or $1\frac{1}{2}$ times the rate which the employee has deducted from his pay.

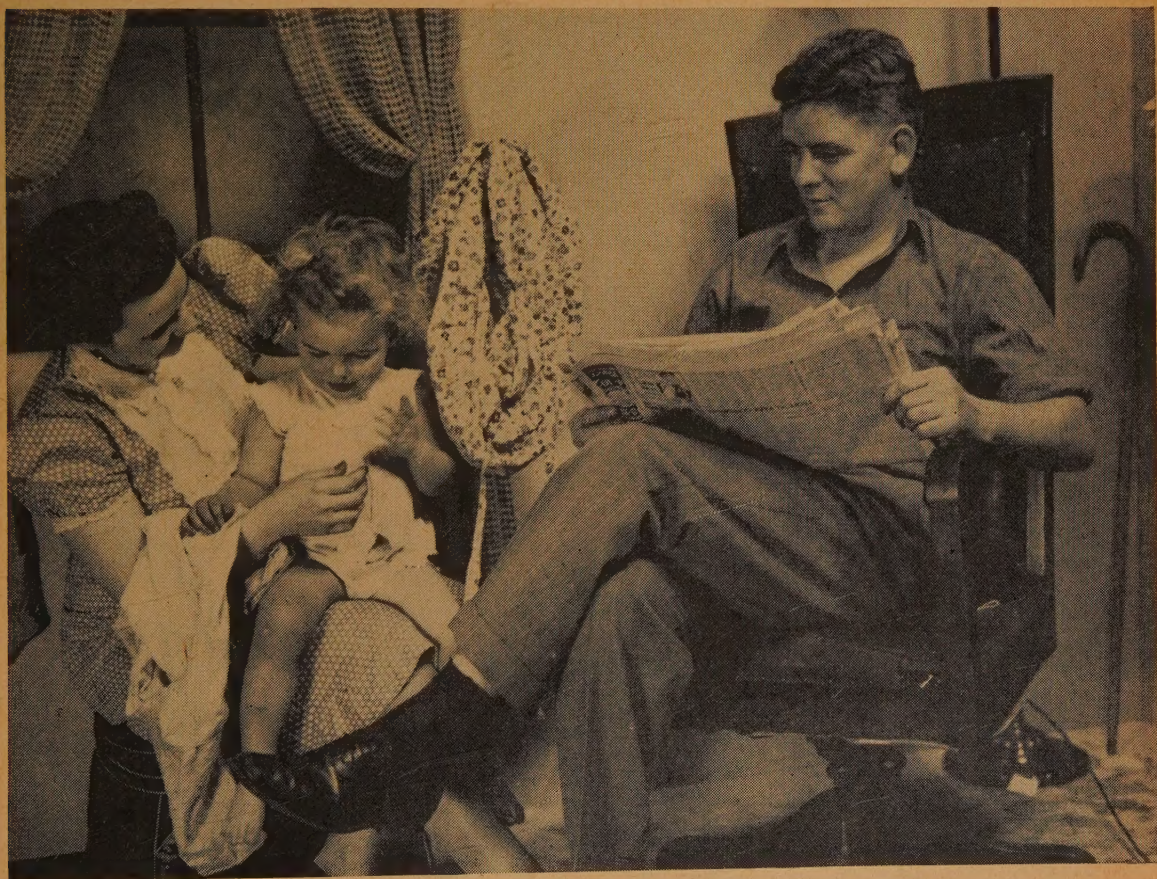
Wages and self-employment income are carefully recorded in an account identified by a social security account number and at the time a benefit is claimed the average monthly wage is determined and the benefit established through a basic formula. Benefits to a wage earner can be no more than \$85 per month nor less than \$25. Total benefits to a family unit can not exceed \$168.90 per month nor be less than \$45.

In addition to the wage earner, monthly benefits are payable to the wife when she reaches age 65; unmarried children under the age of 18; a wife at any age if she has a child of the wage earner in her care and

the child is under the age of 18; a husband if age 65 and dependent on his wife.

Certain qualifications are necessary to obtain benefits. The yardstick for measuring whether or not you are insured under the law is the "quarter of coverage." A quarter of coverage is a three month period beginning January 1, April 1, July 1, or October 1 of each year in which you were paid \$50 or more in wages. In case of the self-employed, four-quarters of coverage is given when at least \$400 in self-employed earnings is recorded for any one year.

To be insured when a worker reaches age 65 or dies, one must have at least one-quarter of coverage for each two calendar quarters that have passed since December 31, 1950, or after age 21, whichever is later. At least six-quarters of coverage are necessary in any case. When you have



Benefits Alleviate Worry

forty-quarters of coverage you are fully insured for life.

Survivors monthly benefits are payable to children under the age of 18; the widow if she has a child under age 18 in her care and was living with the wage earner at time of his death; a former wife, divorced, if she has in her care a child entitled to benefits and she was receiving one-half of her support from the worker at the time of death. A widow when she reaches age 65, if she has not remarried and she was living with the husband at time of his death, receives monthly benefits for the balance of her lifetime. Dependent widowers and dependent parents may also be eligible.

A lump-sum is payable at the time of death to the widow or widower if the couple were living together at time of wage earner's death; otherwise the lump-sum is payable as reimbursement to anyone who has paid burial expenses from his own funds. Lump-sum payments range from \$75 to \$255 and are paid to the widow or widower in addition to any monthly payments.

A worker's retirement benefit, and the benefits for his wife and children, are suspended for any month during which the worker works for wages of more than \$75

in covered employment, unless he is 75 years of age or older.

For the self-employed person, benefits are suspended if over \$900 in self-employment earnings are received during the calendar year. The suspension is one month's benefit for each \$75 or fraction thereof of self-employment earnings over \$900.

The Federal Old-Age and Survivors Insurance program now covers about four out of five of the nation's paid civilian jobs. It is self-supporting, financed wholly by payroll taxes shared equally by employers and employees to cover benefit payments and administrative costs. In the calendar year 1953, over 60 million workers paid premiums for their insurance protection under the system.

As of June 30, 1953, more than 5½ million people were receiving Old-Age and Survivors Insurance benefits amounting to 233 million dollars in June. This number consisted of more than 3½ million workers age 65 or over and more than a million young widows and children. The benefits paid during the year totalled more than 2 billion dollars.

An estimate of benefit payments may be determined by the following tables. For more detailed explanation get in touch with your local social security office.

RETIREMENT BENEFITS			
Average Monthly Earnings After 1950	Retired Worker	Retired Worker and Wife	Retired Worker, Wife, and One Child Under 18
\$ 34.00	\$ 25.00	\$ 37.50	\$ 45.00
50.00	27.50	41.30	45.10
100.00	55.00	80.00 ²	80.00 ²
150.00	62.50	93.80	120.10 ²
200.00	70.00	105.00	140.00
250.00	77.50	116.30	155.10
300.00	85.00	127.50	168.80 ²

SURVIVORS BENEFITS			
Average Monthly Earnings After 1950	Widow, Widower, Parent, or One Surviving Child	Widow and One Child	Maximum Family Payments
\$ 34.00	\$ 18.80	\$ 37.60	\$ 45.00
50.00	20.70	41.40	45.00
100.00	41.30	80.00 ²	80.00
150.00	46.90	93.80	120.00
200.00	52.50	105.00	160.00
250.00	58.20	116.40	168.75
300.00	63.80	127.60	168.75

²Reduced to total maximum family benefits permitted by law.

NAMING OUR SCHOOLS¹

GENERAL SUPERINTENDENT Benjamin C. Willis² recently submitted the following report and recommendations, which were prepared by Assistant Superintendent Don C. Rogers,³ to the Board of Education:

The General Superintendent of Schools reports that certain recently-constructed school buildings are designated by street addresses only. Both for administrative convenience and for inspiration to children, it is desirable to have these buildings named. In order to provide appropriate names for them, careful consideration has been given to names which have been suggested in recent years by individuals and organizations desirous of honoring outstanding Americans.

The General Superintendent therefore recommends that the following names be applied to the school buildings as indicated:

Charles Gates Dawes School Building,
81st Street and Hamlin Avenue

Charles G. Dawes (1865-1950), Vice President of the United States from Illinois, was a man of many talents. In the field of finance, he became president of one Chicago bank and chairman of the board of directors of another; U. S. Comptroller of Currency under President McKinley; U. S. Director of the Budget under President Harding, and author of the existing budget system of the federal government; and president of the Reconstruction Finance Corporation.

In World War I, he served with General Pershing in France, first as Lieutenant-Colonel of the 17th Engineers, and later as Chief Purchasing Agent for the American Expeditionary Force with the rank of Brigadier-General.

His political offices included Vice-President of the United States, to which he was elected in 1924 with President Coolidge, and Ambassador to the Court of St. James in London, to which he was appointed by President Hoover.

In 1933-1934, he served his home city as chairman of the finance committee of Chicago's famous Century of Progress Exposition.

American citizen Dawes was awarded national and international honors, the Order of Leopold (Belgian), Commander of the Legion of Honor (French), Companion of the Bath (British), Commander of SS Maurice and Lazarus (Italian), the Distinguished Service Medal (United States), and the Nobel Peace Prize (co-winner).

Notwithstanding his busy and useful life, Charlie Dawes was a human sort of person — a user of picturesque language, a pipe-smoker famous for his underslung pipe, and a flutist and violin player who composed the lovely "Melody in A Minor."

Adlai Ewing Stevenson School Building,
80th Street and Kostner Avenue

Adlai E. Stevenson, Vice-President of the United States from Illinois, was born in 1835, died in 1914. His parents emigrated from Kentucky to Bloomington, Illinois, in 1852.

At first Adlai was a country school teacher but soon turned to law. He became a generalist with a varied practice and is reported to have been a "successful advocate, prepared his cases carefully, and tried them well." Appointment as a master in chancery and elections as state's attorney started him on a political career.

In 1874 he was elected to the House of Representatives in Congress; he lost in 1876 but won his seat back again in 1878. In 1885, he was appointed Assistant Postmaster General. In 1889, he was appointed Justice of the Supreme Court of the District of Columbia but the Senate refused to ratify his appointment. Three years later, having successfully run for Vice-President along with Grover Cleveland for President, he presided over the Senate.

Adlai Stevenson had a host of friends, even among those who were opposed to his political principles. In 1909 he wrote a book of reminiscences entitled, *Something of Men I've Known*. This book reveals "his natural modesty, his capacity for friendship, and his great personal charm."

William Green School Building,
Devon Avenue and Whipple Street

William Green, ultimately a leader of 8 million American working people, was born March 3, 1870, at Coshocton, Ohio, son of an immigrant coal miner from Wales. His formal education in a one-room school ended at the age of fourteen when he, too, became a coal miner, but his hunger for books and his habit of reading persisted throughout his long lifetime.

Billy (as he was affectionately called) Green was such a natural leader that he progressed

¹See "Naming Chicago Schools," by Norman Glick and "Naming Our Schools," by Raymond M. Cook, which appeared in the CHICAGO SCHOOLS JOURNAL in the January-March, 1941, and January-February, 1949, issues respectively.

²Chicago Board of Education

³In Charge of Elementary Education

step by step from president of his local union to more responsible offices in the United Mine Workers Union and the American Federation of Labor.

When Samuel Gompers died in 1924, William Green succeeded him as President of the American Federation of Labor and for the next twenty-eight years was annually re-elected, dying in the harness, November 21, 1952.

Unlike Gompers, who believed in improving the economic status of workers through trade-unionism, Green worked to accomplish social changes through political action. While in the Ohio Legislature he introduced and pushed to passage the nation's first workmen's compensation law. He spoke up for social security, minimum wages, unemployment insurance, and the end of child labor. He spoke against Nazism, Fascism, and Communism on the ground that any form of government is bad which oppresses the workers and suppresses justice.

Philip Murray School Building,
54th Street and Kenwood Avenue

Philip Murray, destined to become an outstanding leader of American working people, was born in Scotland in 1886 of Irish parents. At the age of sixteen, he migrated to America. Leaving Ellis Island on Christmas Day 1904, young Phil set out for his uncle's home in western Pennsylvania. He had to walk the last seven miles of the trip through the snow, carrying a small green trunk on his back. He soon got a job as a coal miner at one dollar a day, and his labor career commenced.

Though his school attendance was limited, his self-education continued through night study and correspondence school courses. Later in life, he became a member of the Pittsburgh Board of Education.

Phil was a natural organizer and leader of men, and by 1920 had become vice-president of the United Mine Workers; then president of the 800,000-member Steel Workers' Union; and finally president of the 5-million member Congress of Industrial Organizations.

In the rugged and aggressive coal-mining and steel-working industries, human leadership was constantly contested, but this humble, religious, kindly, and reasonable man withstood all challenges, continued to "saivre" (his own Scottish burr pronunciation) the working people he loved, and died in harness on November 9, 1952.

Edward Nash Hurley School Building,
69th Street and Hamlin Avenue

Edward Nash Hurley, distinguished industrialist, was born at Galesburg, Illinois, July

31, 1864. At an early age he became interested in labor-saving devices, and was instrumental in developing the portable pneumatic hammer and pneumatic tools. Without capital he and his early associates were obliged to make their first tools in a barn in a suburb of Chicago. However, their work was so successful that capital soon ceased to be a problem and projects promoted under the magic guidance of Edward Hurley soon extended through the nation and even to foreign countries. His contributions included electric ironing machines, electric vacuum cleaners, electric washing machines, electric floor scrapers, and others.

In 1913, the President of the United States sent Mr. Hurley to South America as United States Trade Commissioner. Upon his return he became chairman of the Federal Trade Commission. During World War I he helped formulate the Red Cross war program to raise 100 million dollars. He served as Chairman of the United States Shipping Board. At that time the United States had ceased to be a maritime nation and only 10 per cent of its commerce was carried in American bottoms. Under his management, 61 shipyards expanded to 341; 50,000 shipyards employees increased to 385,000; as many as 96 ships were launched in a single day; and America's ship building industry had become the foremost in the world.

This distinguished American was honored at home and abroad, receiving the distinguished service medal and the decorations of Commander of the Legion of Honor of France, the order of Ta Shu Cha Ho of China, grand officer of the Crown of Italy, and a special gold medal in commemoration of his patriotic work with the Red Cross. He also received honorary degrees from the University of Notre Dame and from Knox College.

Notwithstanding his all-absorbing work as an executive in industry, he found time to author important books and papers in the field of better business methods, banking and credits, and the merchant marine. He died November 14, 1933.

Oliver Goldsmith School Building,
102nd Street and Oglesby Avenue

Oliver Goldsmith, born in Ireland in 1730, permanently influenced and improved the literature of the world, but only after a faltering start.

After studying for the ministry, he was rejected for ordination. After studying medicine he voluntarily shifted to flute-playing and wandered about France, Switzerland, and Italy gathering materials for future writings.

During the last one-third of his relatively brief lifetime, Goldsmith lived in London where

he produced such literary and dramatic masterpieces as the *Vicar of Wakefield*, which he sold in 1762 for sixty pounds in order to avoid arrest for debts; *The Traveler*, a poem which appeared in 1764; *The Good Natured Man*, produced at Covent Garden in 1768; the *Deserted Village* in 1770; *She Stoops to Conquer*, in 1773, which is still used as a high school class play.

A monument to his memory, erected in Westminster Abbey, bears the epitaph in Latin written by Dr. Samuel Johnson, "He adorned whatever he touched."

Hannah Greenebaum Solomon School,
Hamlin and Rosemont Avenues

Hannah G. Solomon (1858-1943), foremost Jewish woman of her era, lived her entire life in Chicago during which she successfully demonstrated two important areas of living — improving family living and practicing American citizenship.

Hannah Greenebaum graduated from the Skinner Elementary School, at Jackson and Aberdeen Streets, and was in attendance at West Division High School, near Halsted and Monroe Streets, at the time of the Great Fire on October 9, 1871. Married in 1879 to Henry Solomon, she raised three children with untiring care and personal attention, interesting her family circle in music, astronomy, science, and reading appreciation.

Hannah Solomon had a penchant for organization which she applied to education, religion, equal suffrage, peace, philanthropy, and social betterment. She organized the National Council of Jewish Women and served as its president, helped organize the Chicago Hebrew Institute now known as the Jewish Peoples Institute, helped organize and administer the Park Ridge School for Girls, and served as a delegate or speaker at national and international conventions in America and abroad.

She was interested in improving her home city. In the so-called Gay Nineties, she belonged to a galaxy of brilliant women who were interested in civic endeavor — Jane Addams, Julia Lathrop, Celia Parker Wooley, Ella Flagg Young, Mary Barteleme, Mary MacDowell, Louise DeKoven Bowen, Mary Henrotin, and Lucy Flower.

Fabric of My Life — The Autobiography of Hannah G. Solomon, written at the age of eighty-five years, is a treasure for her family and for her myriad of friends.

Midian O. Bousfield School,
46th Street and Drexel Avenue

Midian O. Bousfield, physician, author, and civic leader, was born in the state of Missouri

in 1885. His higher education was received in the University of Kansas (A. B. degree) and Northwestern University (M. D. degree).

Dr. Bousfield practiced medicine in Kansas City and Chicago and served in numerous professional and civic capacities: director of the Julius Rosenwald Fund, Provident Hospital, Urban League, Y. M. C. A., Metropolitan Housing Council, National Forum, Civil Liberties Committee, president of the National Medical Association; secretary of the National Citizens' Committee of the White House Conference on Children in a Democracy; and a delegate from the United States to the Eighth Pan American Child Conference.

In the field of health, Dr. Bousfield wrote seven books. In education, he served his home city as a member of the Board of Education.

During World War II, Dr. Bousfield served as Colonel at Fort Huachuca, Arizona, where he organized the Regional Hospital. He died February 16, 1948.

Robert L. Grimes School Building,
64th Place and Linder Avenue

Robert L. Grimes was born July 26, 1901, on a farm five miles south of North Vernon, Indiana. He entered the Graford Rural School in 1907; was graduated from the North Vernon High School in 1919. The only transportation from the farm to North Vernon was by way of a mixed freight and passenger train, which went north in the morning and came south at six in the evening. If students missed the train, they walked five miles to North Vernon.

Mr. Grimes graduated from Ohio State University in Liberal Arts, 1923, after working his way through school in the rubber plants in Akron and environs. He received his Master of Arts degree from the University of Chicago and became principal of the Columbus School in Cicero, Illinois, from where he entered the Chicago Schools in 1928, teaching Latin and Romance Languages at Austin High School, until his assignment as principal of the Hale Elementary School in 1939.

During his administration of the Hale School, Mr. Grimes took a very active part in the life of the community, assuming leadership and responsibility in many campaigns, particularly those contributing to the welfare of boys and girls. He was an officer of several civic organizations in his school district.

As the traffic at the municipal airport increased, Mr. Grimes was alert to the rapidly growing hazard to pupil safety and to the mounting impairment of the learning situation due to the incessant roar of planes. He consist-

ently urged removal of the school from this environment, a culmination reached a few months after his untimely death on June 17, 1952.

The interest of Mr. Grimes in boys and girls was manifested by his authorship of books for children, the most recent being *Grandpa Toggle's Wonderful Book*. He was well liked by pupils, teachers, parents, and community leaders who are united in desiring that the memory of his service to the school children of this community be perpetuated in the naming of the primary branch school.

Jane A. Neil School Building,
85th Street and Indiana Avenue

Jane A. Neil, crusader for crippled children, was born in Grand Haven, Michigan, in 1875. After teaching school in South Dakota and downstate Illinois, she entered the Chicago public school system in 1900 as an elementary teacher.

After passing the principalship examination in 1914, Miss Neil was assigned to the Spalding School, then the only public school in the country for crippled children. Under her energetic and inspiring leadership, Spalding became nationally known and respected. She was the driving force behind the movement to construct a splendid new and modern Spalding building which opened in 1929. Thousands of visitors, not only from the United States but from all parts of the world, visit this outstanding school every year.

Miss Neil was an honorary member of the Chicago Branch of the American Physiotherapy Association, an honorary member of the National Society for Crippled Children, and honorary vice-president of the International Society for Crippled Children.

This brave woman, who did so much for the handicapped, was nearly denied the opportunity for this service because of a personal cardiac condition which caused grave doubts about awarding her the principalship certificate. In fact, she always struggled against ill health and died relatively young in 1932.

Yet the love and respect of thousands of handicapped youngsters to whom she ministered, and Chicago's great West Side Spalding School for Crippled Children, are really monuments to her memory.

Fridtjof Nansen School Building,
126th Street and Lowe Avenue

Fridtjof Nansen, Arctic explorer and statesman, was born in Norway on October 10, 1861. At Christiania University he studied science, eventually earning the degree of Doctor of Philosophy. Throughout a long lifetime, his

active mind was engaged in studies of zoology, weather, oceanography, and anthropology (among Eskimos). He is particularly famous for his geographical explorations, especially in the Arctic.

As a man, he always stood out physically. Six feet two, blond and blue-eyed, straight as a lion, he looked like one of the ancient Viking gods. Even as a young man, he was the hero of youth in every country.

After World War I, Nansen was called from his scientific labors to more humanitarian ones. There were hundreds of thousands of war prisoners and displaced persons to be brought home and relocated. Nansen undertook this assignment and eventually fifty-two governments honored "Nansen Certificates," that is, personal passports signed by him as an individual. His humanitarian enterprises, including famine relief in Russia, Greece, and Asia Minor, earned him the Nobel Peace Prize and the quotation, "He saved more lives and made life endurable for more people than any other man in history."

He died May 13, 1930.

Julius Rosenwald School Building,
80th Street and Maplewood Avenue

Julius Rosenwald, Chicago merchant and philanthropist, was born in Springfield, Illinois, in 1862. In 1895, he joined the Sears, Roebuck and Company mail-order merchandising firm, and held responsible positions in it until his death. He was its treasurer, vice-president, president, and chairman of the Board of Directors. Unselfishly, Mr. Rosenwald devoted his millions to philanthropies.

Education benefited from his generosity. Five thousand "Rosenwald school buildings" were constructed in rural areas of the South. The University of Chicago was a recipient of many benefactions. He contributed 3 million dollars to the restoration and rehabilitation of the Fine Arts Building of the 1893 World's Columbian Exposition. It now houses the Museum of Science and Industry, annually visited by tens of thousands of Chicago school children. The building itself is an architectural masterpiece described by Augustus Saint Gaudens as "the finest thing done since the Parthenon."

Improved living conditions were close to his heart. He donated 5 million dollars to Russian Jews to help them colonize Southern Russia. He financed a Chicago housing project for Negroes.

The 30 million dollars contributed to the Julius Rosenwald Fund, established in 1917, have permitted civic and social benefactions

in many areas of research, medical services, child study, social sciences, general education, Negro education, higher education, and public administration. Mr. Rosenwald stipulated that the capital and income of this fund should be entirely spent within twenty-five years after his death. He died in 1932.

Daniel Hudson Burnham School Building,
96th Street and Van Vliissingen Road

Daniel H. Burnham (1846-1912), architect and city planner, graduated from Chicago's first public high school opened in 1856 near Halsted and Monro Streets.

Chicago's park and boulevard system, and many of today's structural landmarks, are due to his planning genius; and he shaped much of the Loop's famous skyline. He designed the Rookery Building, the Masonic Temple, the Railway Exchange, the Women's Temple, the Illinois Trust Building, the Great Northern Hotel, the First National Bank Building, the Continental Illinois National Bank and Trust Company of Chicago, Marshall Field's retail store, and the Field Museum of Natural History.

In addition to these Chicago structures, Mr. Burnham designed the Flatiron Building in New York City, the Wannamaker Stores in Philadelphia, and bank buildings in Cincinnati and Cleveland.

He was father of the Chicago Plan Commission which developed Wacker Drive, the Michigan Avenue bridge, reclamation of the lake front, and the splendid park and boulevard system. To many, he will be best remembered as the master architect of the World's Columbian Exposition of 1893.

Charles H. Wacker School Building,
98th and Morgan Streets

Charles H. Wacker, born in Chicago in 1856, was a product of the Chicago public schools. Following a generation behind another great planner, Daniel H. Burnham, he became chairman of the Chicago Plan Commission and did much to convert the commission's dreams of a "Chicago Beautiful" to reality. Under his guidance, the numerous local villages became part of a centralized city; and future developments have been and still are proceeding according to orderly and systematic plans.

Some of these developments are the 60 million dollar Union Station, the outer drives, Soldiers Field, Field Museum of Natural History, Shedd Aquarium, Illinois Central terminal station, the boulevard link bridge on Michigan Avenue, and the transformation of old South Water Street into beautiful Wacker Drive, named in his memory.

For many years, this great Chicago city planner participated in the improvement of his home city in many areas. He was a director of the Chicago Council of Social Agencies, of the Chicago chapter of the American Red Cross, of the Civic Music Association, and of the Association of Commerce; a governing member of the Art Institute; and a member of the Forest Preserve Commission. He died on October 31, 1929.

Edward Fitzsimmons Dunne School Building,
108th Street and Lowe Avenue

Edward F. Dunne, Mayor of Chicago and Governor of Illinois, was born on Columbus Day, 1853, of Irish immigrant parents. Educated at the University of Dublin, the Union College of Law, and St. Ignatius College, he started the practice of law but soon engaged in politics.

After serving thirteen years as Judge of the Circuit Court of Cook County, he was elected Mayor of Chicago on a platform in which he advocated municipal ownership of public utilities such as the street car lines, water system, and lighting system.

In the four years from 1913 to 1917 inclusive, he served as Governor of Illinois.

Governor Dunne headed many municipal, state, and national civic organizations. He was president of the League of American Municipalities, vice-president of the National Civic Federation, and by presidential appointment Commissioner of the Century of Progress Exposition. He was also an author; he wrote *A History of Illinois*.

Long a power in politics, Edward F. Dunne was one of Chicago's most respected citizens. He died May 24, 1937.

Charles Samuel Deneen School Building,
73rd and State Streets

Charles Samuel Deneen, Governor of Illinois and United States Senator, was born May 4, 1863, at Edwardsville, Illinois. He attended public school and graduated from McKendree College. His law degree was earned at Union College of Law.

As a boy, Charles worked on his father's farm. He and Tom Sawyer apparently had one characteristic in common. On one occasion his father arranged that Charles should cut and cord a certain amount of wood for a stipulated sum. He gathered together all his boy friends who needed money and hired them to do the work at so much per day. A few days later his father found the work had been done and his son was several dollars richer because of the money he had cleared from the labors of the other boys.

He achieved a long and successful political career, starting with his election to the State Legislature in 1892. Somewhat later he was appointed attorney for the Sanitary District of Cook County. Next he was elected States Attorney of Cook County. As a prosecutor his principles can be interpreted from a quotation attributed to him, "It might not be expedient but it is right."

From 1905-1907 and again from 1909-1913, Charles S. Deneen was Governor of Illinois. From 1925-1931 he was United States Senator at Washington. He died February 5, 1940.

Mary Elizabeth MacDowell School Building,
89th Street and Dante Avenue

Mary Elizabeth MacDowell (1854-1936) rendered a long life of public service. After the establishment of Hull House, she taught kindergarten for a time, and in 1893 established the University of Chicago Settlement, serving as its head resident for thirty-one years.

She was always interested in the health of children. In 1911 she visited Europe to study foreign systems of garbage disposal. After a long crusade, she was successful in prohibiting

the distributing of city refuse in the vicinity of the Settlement where the dumping had been a prolific source of disease.

She initiated the first comprehensive survey of women and children in industry and obtained a \$300,000 appropriation from Congress for this purpose. She was appointed Commissioner of Public Welfare in Chicago by Mayor Dever in 1923.

Other organizations to which she belonged indicated her wide interest in social improvement, e.g. Illinois Trade Women's League, League of Women Voters, Association for the Advancement of Colored People and the Council of National Defense (Women of Industry Section). In 1926 Czechoslovakia awarded her the "Order of the White Lion."

Sawyer School Building,
5248 S. Sawyer Avenue

The present Sawyer Avenue school was given the name of the avenue on which it is located. The Parent-Teacher Association has requested that the school's name be changed simply to Sawyer School.

FREE SUBSCRIPTIONS AS TEACHING AIDS

MURIEL BEUSCHLEIN

CHICAGO TEACHERS COLLEGE

MAGAZINES, pamphlets, leaflets, and bulletins are available to teachers, librarians, and administrators by merely making the request. Industries, publishers, business, and other organizations publish house organs and service bulletins which have value for teachers or for class use. The classroom library can be made more currently interesting by including the latest reports on research, progress, and news of the various fields.

Here is an opportunity to appeal to the wide range of student interest and ability by providing up-to-date, worthwhile, well-illustrated publications especially prepared by lay experts for readers or workers in their own fields. Many items have been

provided for the teacher's own use. In some cases these emphasize a particular series of texts but, in general, are concerned with information and techniques of a particular subject. A skillful teacher will be able to utilize many of the listed items as an additional source for pupil research, for supplementing and enriching classroom teaching, as text material, and for recreational reading.

This list is not a complete inventory of all available publications. Its purpose is to focus attention on this source of free teaching aids. Viewpoints of industrialists, research workers, educators, and publishers are presented, in most instances not directly for school personnel or students. There has been no attempt to eval-

uate this material or give directions for its use. This is left to the discretion of teachers and administrators, to select in terms of pupil needs and intended use. It may be suggested, however, that a letter on school stationery requesting a sample copy might precede the request to become a regular subscriber. This would provide for a careful scrutiny of the sample publication and a definite decision regarding its suitability for use.

The ABC Language Arts Bulletin. American Book Company, 351 East Ohio Street, Chicago 11, Illinois.

Discussions of the teaching of reading and language arts in the elementary school.

Adventures Ahead. General Electric Company, Publicity Department, Schenectady, New York.

Published bimonthly. Primarily for teenagers. Special feature, "Scientific Adventures."

The Advisor. D. C. Heath and Company, 1815 Prairie Avenue, Chicago 16, Illinois.

Published periodically. For home economics classes.

Alcohol Lesson Leaflet. National Temperance League, Incorporated, 131 Independence Avenue South East, Washington 3, D. C.

A quarterly temperance lesson. News articles and statistics relating to the use of alcoholic beverages.

Animal of the Month. Quaker Oats, Animal of the Month, Box 8199, Chicago 77, Illinois.

Poster of animal featured on Zoo Parade, NBC-TV, by Marlin Perkins. Contains specific information on animal pictured.

Apple Sass. Washington State Apple Commission, Wenatchee, Washington.

Published monthly. Of interest to home economics students.

Ashaway Sportsman. Ashaway, Incorporated, Ashaway, Rhode Island.

Fishing news and stories.

Better Living. Sonotone Corporation, Education Department, 570 Fifth Avenue, Elmsford, New York.

A magazine for everyone interested in better hearing.

Between the Lines. Capital Airlines, Public Relations Department, National Airport, Washington, D. C.

Published monthly. Articles by guest columnists, various leaders in air transportation; might be of interest to students.

Biology and General Science Digest. W. M. Welch Scientific Company, 1515 Sedgwick Avenue, Chicago 10, Illinois.

For high school teachers in the subjects listed.

Biweekly List of Publications. Superintendent of Documents, United States Government Printing Office, Washington 25, D. C.

Selected United States Government publications are listed, arranged alphabetically by subject with prices and annotations.

Books About Business. Illinois State Library, Springfield, Illinois.

List of latest additions to business collection. Published bimonthly.

The Brookfield Banderlog. Chicago Zoological Society, Brookfield, Illinois.

Interesting description and history of various animals. Published monthly.

Bulletin. Sport Fishing Institute, Bond Building, Washington 5, D. C.

For professional and non-professional personnel concerned with fish conservation. Limited.

Bulletin. Ward's Natural Science Establishment, 3000 Ridge Road, Rochester 9, New York.

Periodically. Describes materials of interest and techniques applying to biological and geological preparations.

By Ways. Metropolitan Chicago Council, American Youth Hostels, Incorporated, 431 South Wabash Avenue, Chicago 5, Illinois.

News and tips on bicycle trips, hikes, and excursions (strictly for out-of-door enthusiasts).

Carolina Tips. Carolina Biological Supply Company, Elon College, North Carolina.

Published monthly. Lists of biological supplies (slides, skeletons, cultures, and others) for high school and college teachers. Some interesting articles.

Cellu Topics. Chicago Dietetic Supply House, Incorporated, Chicago 12, Illinois.

Published monthly. For specialized use for those studying corrective foods.

The Challenge. Tuberculosis Institute of Chicago and Cook County, 1412 West Washington Street, Chicago 7, Illinois.

Information on TB research, progress, and surveys. Published monthly.

Close-Ups. Young America Films, 18 East 41st Street, New York 17, New York.

Published each fall and spring. Information on new films produced by this organization.

Conservation News. National Wildlife Federation, 3308 Fourteenth Street, North West, Washington 5, D. C.

Published biweekly. Conservation in national affairs, also a review of new books for sportsmen and conservationists.

Current Research in the Science of Nutrition. Nutrition Foundation, Incorporated, Chrysler Building, New York 17, New York.

Published monthly. Of interest to home economics teachers. Interesting articles on the importance of nutrition.

Durum Wheat Notes. Wheat Flour Institute, 309 West Jackson Boulevard, Chicago 6, Illinois.

Of interest to home economics teachers.

The Educational Focus. Bausch and Lomb Optical Company, 619 St. Paul Street, Rochester 2, New York.

Published periodically. Articles of general interest for the science teacher.

Educational Press Bulletin. Vernon L. Nickel, Superintendent of Public Instruction, Centennial Building, Room 100, Springfield, Illinois.

Published periodically. Articles on current educational trends in Illinois.

Educational Television News. National Citizens Committee for Educational Television, Ring Building, Washington 6, D. C.

Published semimonthly.

Education Today. Illinois State Teachers College, 100 East Edwards Street, Springfield, Illinois.

Published four times a year. News of problems and progress in education.

Elementary School Notes. Ginn and Company, 2301 Prairie Avenue, Chicago 16, Illinois.

Periodically. Brief accounts of interesting techniques which have been developed in teaching.

English High Lights. Scott, Foresman and Company, 433 East Erie, Chicago 11, Illinois.

Periodically. Suggestions and discussion of problems in teaching high school English.

Extension Service News. Co-operative Extension Work in Agriculture and Home Economics, College Park, Maryland.

Monthly. Contains articles of interest to Maryland farm people; includes some items of interest concerning extension work in Maryland and short features on farm and home practices also aimed at Maryland people.

Farm and Home Science. Utah Agricultural Experimental Station, Logan, Utah.

Periodically. Progress reports in agricultural research. Limited.

Financial Security Topics for Teachers. Committee on Family Financial Security Education, 488 Madison Avenue, New York 22, New York.

Periodically throughout school year. Presents ideas on correlating money management and financial security with the school curriculum.

Food and Nutrition News. National Livestock and Meat Board, 407 South Dearborn Street, Chicago, Illinois.

Monthly. Of interest to home economics teachers; special features from scientific literature.

Ginn Contributions in Reading. Ginn and Company, 2301 Prairie Avenue, Chicago 16, Illinois.

Periodically. Methods and activities for the reading program.

Health Bulletin for Teachers. Metropolitan Life Insurance Company, School Health Bureau, Health and Welfare Division, 1 Madison Avenue, New York 10, New York.

Monthly. Informative articles on what constitutes and governs healthful living.

Health Notes. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

Periodically. Service bulletin for school administrators, supervisory officers, and others with a special interest in health education.

Health Talk. Educational Committee of the Illinois State Medical Society, 185 North Wabash Avenue, Chicago 1, Illinois.

Monthly. Presents authentic information on health.

Illinois Conservation Bulletin. State of Illinois, Department of Conservation, 303 East Monroe Street, Springfield, Illinois. Attention of Mr. Lynn Callaway, Superintendent, Educational Department.

Available later, probably published semiannually.

Illinois Health Messenger. Illinois Department of Public Health, Capitol Building, Springfield, Illinois.

Bimonthly. Articles on progress and development in health and health education.

Illinois Libraries. Illinois State Library, Springfield, Illinois.

Monthly. Presents overview of libraries and reading material; of special interest to school librarians.

Institute Ideas. Wheat Flour Institute, 309 West Jackson Boulevard, Chicago 6, Illinois.

Periodically. Of interest to home economics teachers; includes many recipes.

The Institute News. Franklin Institute, Benjamin Franklin Parkway at Twentieth, Philadelphia, Pennsylvania.

Periodically. News of the current scientific, educational, and research advances of the Franklin Institute.

J-C-E-T Reports on Educational Television. Joint Committee on Educational Television, 1785 Massachusetts Avenue, North West, Washington 6, D. C.

Periodically. Reports of progress in educational television.

Joint Estimates of Current Motion Pictures. Film Estimate Board of National Organizations, 28 West 44th Street, New York 36, New York.

Bimonthly appraisal. Recommended list of current motion pictures classified under different age groups.

Junior Briefs. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

Periodically. Service bulletin for grades seven to nine; also articles on varied subjects including methods and teaching aids.

Keystone Practical Land Use Broadcaster. Keystone Steel and Wire Company, Peoria 7, Illinois.

Periodically. Information on crop yields and soil improvement. Limited.

Know Your Woolfacts. Wool Bureau Incorporated, 16 West 46th Street, New York 19, New York.

An index.

Lagniappe. Row, Peterson and Company, 1911 Ridge Avenue, Evanston, Illinois.

Four times a season. Of special interest to drama students and theater workshop groups. Consists of articles on plays, staging, and lighting with suggestions and illustrations.

The Lamp. Standard Oil Company of New Jersey, 30 Rockefeller Plaza, New York 20, New York.

Quarterly. Articles on the oil industry and others of current interest. Limited to instructors; can not fill requests for copies in quantities.

Lawn Care. O. M. Scott and Sons Company, Marysville, Ohio.

Five times a year. For lawn enthusiasts; contains articles on new aids for lawn care, and suggestions for buying sod, seed, and equipment.

Living Museum. Illinois State Museum, Thorne Deuel, Director, Centennial Building, Springfield, Illinois.

Monthly. Illustrated pamphlet with articles of interest on the sciences and arts.

Louisiana Conservationist. Louisiana Wildlife and Fisheries Commission, 126 Civil Courts Building, New Orleans, Louisiana.

Periodically. Conservation news of local interest. Single copies available.

McKee Language Service Bulletins. Houghton Mifflin Company, 2500 Prairie Avenue, Chicago 16, Illinois.

Problems in the teaching of communications are discussed.

McKee Reading Bulletins. Houghton Mifflin Company, 2500 Prairie Avenue, Chicago 16, Illinois.

Specific elementary reading problems discussed in a practical way.

Mental Hygiene News. New York State Department of Mental Hygiene, 217 Lark Street, Albany, New York.

Free to professional personnel in mental hygiene and related fields.

Middle Grade Activities. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

Periodically. Discusses classroom techniques, audio-visual aids, and general suggestions for teachers of grades four to six.

Milk Facts. Milk Industry Foundation, 1625 Eye Street, Washington 6, D. C.

Periodically. Pictures and brief articles; includes statistics, factual information on research, distribution, and healthful benefits of milk.

Modern Pharmacy. Parke, Davis and Company, Detroit 32, Michigan.

Articles and information of special interest to students and professional people in the field of pharmacy.

Modern Precision. Leeds and Northrup, 4901 Stenton Avenue, Philadelphia 44, Pennsylvania.

Periodically. Illustrated pamphlet including articles on metals, power, process industries, and others.

Monograph on Language Arts. Row, Peterson and Company, 1911 Ridge Avenue, Evanston, Illinois.

Presents various opinions and techniques related to teaching language arts.

Monthly Bulletin. Chicago Public Library, Randolph Street at Michigan Avenue, Chicago 2, Illinois.

Information on activities at the main library. Call at library for free copy.

Monthly Letters. Royal Bank of Canada, Montreal, Canada.

Monthly list of publications and motion pictures. United States Department of Agriculture, Office of Information, Washington 25, D. C.

Listing of new bulletins and films related to farming, marketing, and conservation.

Morsels of Interest. Nestle Company, 2 Williams Street, White Plains, New York.

Of interest to home economics teachers; contains recipes.

Natural Resources Notes. Chamber of Commerce of the United States, Natural Resources Department, Washington 6, D. C.

Monthly. Free to public and university libraries only. Contains varied information and references on natural resources.

Neoprene Merchandizer. E. I. du Pont de Nemours and Company, Incorporated, Rubber Chemicals Division, Wilmington, Delaware.

Of interest to retail classes.

Neoprene Notebook. E. I. du Pont de Nemours Company, Incorporated, Rubber Chemicals Division, Wilmington, Delaware.

Of interest to trade school classes; consists of facts about neoprene for the engineer. Limited.

News Bulletin. McGraw-Hill Book Company, 330 West 42nd Street, New York 18, New York.

Information on new books published by McGraw-Hill.

News Digest. General Electric Company, Publicity Department, Schenectady, New York.

Bimonthly. Contains news of the activities and developments within the General Electric Company.

News for Educational Leaders. American Institute of Baking, 400 East Ontario Street, Chicago 11, Illinois.

Periodically. Of special interest to economics teachers.

Newsletter. National Commission on Teacher Education and Professional Standards, 1201 Sixteenth Street, North West, Washington 6, D. C.

Quarterly. Articles on regional organizations, conferences, new developments, lists of available publications.

Newsletter. Twentieth Century Fund, 330 West 42nd Street, New York 18, New York.

Newsbrief, a clipsheet.

Nutrition Research. Sunkist Growers Incorporated, Sunkist Research Staff, Box 2706, Terminal Annex, Los Angeles 54, California.

Four-page publication devoted to research in nutrition.

The Packet. D. C. Heath and Company, 1815 South Prairie Avenue, Chicago 16, Illinois.

Service bulletin for elementary teachers; contains articles of interest related to many subject areas.

Pan American World Airways Teacher. Pan American World Airways, Education Department, 28-19 Bridge Plaza North, Long Island City, New York.

Quarterly. Each issue contains a teaching unit on some area of the world; suitable for geography and social studies programs. Also news about flying and educational travel.

Panorama. Bell and Howell, Panorama Magazine, 3333 North Racine Avenue, Chicago 13, Illinois.

Seasonal. Presents tips for camera enthusiasts and articles of general interest on filming.

Pegasus. Fairchild Engine and Airplane Corporation, Hagerstown, Maryland.

Monthly. Articles on the progress of aviation and the military, social, and economic aspects. High school level.

Photo News. General Electric Company, Publicity Department, Schenectady, New York.

Bimonthly. Pictures or posters on modern ideas and equipment in various fields.

Physics and Chemistry Digest. W. M. Welch Scientific Company, 1515 Sedgwick Avenue, Chicago 10, Illinois.

News of equipment and items of interest for high school teachers of the subjects listed.

Pioneer Tracks. Bell and Howell, 7100 McCormick Road, Chicago 45, Illinois.

New ideas on audio-visual aids are presented.

Planes. Aircraft Industries Association, 610 Shoreham Building, Washington 5, D. C.

Monthly. Four-page publication to foster better public understanding of air power. Also explains special problems of aircraft industry.

Press Releases and other bulletins. U. S. Atomic Energy Commission, 1901 Constitution Avenue, Washington 25, D. C.

Current information on atomic energy.

Prevention of Blindness News. National Society for the Prevention of Blindness, 1790 Broadway, New York 19, New York.

Four times a year. Contains news and articles of interest relating to the care of the eye.

Primary Activities. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

Periodically. Ideas and suggestions for teachers of the lower grades.

Progress in Health Services. Health Information Foundation, 420 Lexington Avenue, New York 17, New York.

Four-page news bulletin with current news and information regarding health education, health services, others.

Reading Bulletin. Lyons and Carnahan, 2500 Prairie Avenue, Chicago, Illinois.

Techniques and devices for teaching reading.

Redwood News. California Redwood Association, 576 Sacramento Street, San Francisco 11, California.

Illustrated pamphlet on the redwoods and their use for furniture and homes.

Report of Engineer-Manager. Alameda County, Mosquito Abatement District, Oakland 7, California.

Articles on problems of mosquito control; of local interest. Limited.

The Resourceful Teacher. Silver Burdett Company, 221 East 20th Street, Chicago 16, Illinois.

Of interest to teachers. Each booklet devoted to a different area of study; Volume V, Number 2, is on arithmetic.

Road Maps of Industry. National Industrial Conference Board, 247 Park Avenue, New York 17, New York.

Economic charts sent free to teachers at the secondary level, staff associates of schools of education, and to administrators within these two groups.

School Activities and the Library. American Library Association, 50 East Huron Street, Chicago 11, Illinois.

Annually. Can be used by school librarians and classroom teachers for guidance in literature selections. Limited.

School Gardengram. National Garden Institute, 1368 North High Street, Columbus, Ohio.

Monthly. Presents activities and subject matter for teaching units on plants and gardening.

School Nutrition Topics. Borden Company, CSJ, 350 Madison Avenue, New York 17, New York.

Periodically. Articles on the school lunch program, nutrition, recipes, and miscellaneous topics related to children and food.

School Time. School Time, WLS, Chicago 7, Illinois.

Published each semester. Lists *School Time* programs for succeeding term with date, time, short descriptions and suggestions for follow-up activities and things to listen for.

Schuman's School News and Trends. Henry Schuman, Incorporated, Publishers, 20 East 70th Street, New York 21, New York.

Science and Appliance. Ohio State University, Research Foundation, Columbus 10, Ohio.

Free to libraries; includes articles related to research and its applications in many fields. Limited.

Science in Steel Making. United States Steel Corporation, 208 South La Salle Street, Chicago 90, Illinois.

Science bulletin. Pictures and news of latest developments in steel industry.

Science Notes. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

A service bulletin for elementary science teachers, printed from time to time during the school year. Usually two pages.

Science Teacher's Notebook. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

Published periodically. Ideas for science teaching.

Scope. National Association of Manufacturers, 144 West 49th Street, New York 20, New York.

Published periodically. Items of interest of the industrial world.

Service Bulletins. Lyons and Carnahan, 2500 South Prairie Avenue, Chicago 16, Illinois.

. . . in reading, phonics, spelling, health.

Simply Super. Kroger, Educational Department, 35 East Seventh Street, Cincinnati 2, Ohio.

Free in quantity four times a year. A classroom aid covering various phases of home-making, including meal-planning, parties, budgeting, and nutrition.

Singer Science News. L. W. Singer Company, Incorporated, 249-258 West Erie Boulevard, Syracuse, New York.

Published monthly. Supplements "How and Why" science books; includes ideas for activities, experiments with illustrations, resources for unit developing.

Social Studies Notebook. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

Periodically. Of interest to teachers of world history and geography.

Square Dance News. Deluxe Music Square Dance Shop, 3965 North Milwaukee Avenue, Chicago 41, Illinois.

Articles of general interest relating to square dancing; lists of books and records. Each issue contains full descriptions of several dances.

Steelfacts. American Iron and Steel Institute, 350 Fifth Avenue, New York 1, New York.

Bimonthly. Gives a broad scope covering the progress made by the steel industry, also articles on the practical uses of steel.

Steelways. American Iron and Steel Institute, 350 Fifth Avenue, New York 1, New York.

Bimonthly. For better understanding of the steel industry. Contains excellent picture stories and short features concerning new contributions made by the steel industry.

Sugar Molecule. Sugar Research Foundation, 52 Wall Street, New York 5, New York.

Quarterly. Articles include factual information about sugar and also results of studies made on sugar as human food and industrial application.

Supervisor's Notebook. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

Periodically. Each issue devoted to a specific phase of language arts or communication skills as poetry, learning to listen, and others.

Swift News. Swift and Company, Union Stock Yards, Chicago 9, Illinois.

Monthly. Miscellaneous articles of general interest.

Teachers Service Bulletin in Reading. The Macmillan Company, 2457 South Prairie Avenue, Chicago 16, Illinois.

Articles of interest to classroom teachers on teaching reading and language arts.

Teaching Trends. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

Published during school year. One-page leaflet presenting current thoughts in the field of education.

Technical Education News. McGraw-Hill Book Company, 330 West 42nd Street, New York 36, New York.

Four times a year. Of interest to teachers and administrators on programs of the technical institute type; includes articles on progress, surveys of schools, reviews of books and manuals, items on course development.

Text-Film News. McGraw-Hill Book Company, Incorporated, 330 West 42nd Street, New York 36, New York.

Three times a year. For anyone interested in audio-visual education.

Therapeutic Notes. Parke, Davis and Company, Detroit 32, Michigan.

For professional people and students in the medical field.

Time of your Life. Elgin National Watch Company, Education Bureau, Elgin, Illinois.

Three times a year. Especially for teenage girls. Articles on health, being popular, poise, and good grooming.

Time Out. Elgin National Watch Company, Education Bureau, Elgin, Illinois.

Two times a year. For teenage boys. Articles on sports, grooming, personality, girls, and careers.

Turtorx News. General Biological Supply House, 761 East 69th Place, Chicago 37, Illinois.

Monthly. For high school or college biology teachers only. Articles on new biological ideas and equipment.

URI Reporter. University of Rhode Island, Extension Service, Kingston, Rhode Island.

A four-page newsletter on extension work in agriculture and home economics.

Vocational Agriculture News. McGraw-Hill Book Company, Incorporated, 330 West 42nd Street, New York 36, New York.

Twice a year; title self-explanatory.

Weekly Weather and Crop Bulletin. United States Department of Commerce, Weather Bureau, Washington 25, D. C.

A national summary free to educational institutions.

What the Colleges Are Doing. Ginn and Company, 2301 Prairie Avenue, Chicago 16, Illinois.

Published at intervals. Review of college articles. It aims solely at presenting a true record of the flux and flow of opinion in the American college body.

Wise Owl. National Society for the Prevention of Blindness, 1790 Broadway, New York 19, New York.

Devoted to a program of eye safety.

Woolfacts for Educators. Wool Bureau, Incorporated, 16 West 46th Street, New York 19, New York.

Suggestions on buying, using, and caring for wool products; also articles on research.

Word Study. G. and C. Merriam Company, 47 Federal Street, Springfield 2, Massachusetts.

Five times a year. Sent to school address only. Not available in quantity for classroom use. Helpful for the teaching of English. Short articles on techniques, opinions, and biographical sketches.

The World Around You. Garden Club of America Conservation Committee, 15 East 58th Street, New York, New York.

Information for teaching conservation.

Young Wings. The Junior Literary Guild, Garden City, New York.

Monthly publication. Free to teachers. Contains reviews of Guild monthly book selections, stories, and letters.

A-V WORKSHOP For In-Service Teachers

PHILIP LEWIS

CHICAGO TEACHERS COLLEGE



THE new Audio-Visual Center at Chicago Teachers College proved to be a dream come true for the 52 instructors enrolled in the A-V course offered last summer. This opportunity to experiment with an unusually complete selection of instructional materials and to employ the very latest equipment was an adventure indeed! The news traveled fast and 126 persons registered the following term. Included in the group were elementary and high school teachers, librarians, trade school instructors, audio-visual co-ordinators, supervisors, curriculum workers, and teachers of exceptional children. To provide the latitude necessary for dealing with individual needs in a class with such diversified interests, the workshop approach was adopted.

On the basis of requirements set up by the class as a whole, sixteen separate committees were formed. Within each of these sub-groups, individual members selected topics of personal interest for inquiry and study. Representative of more than one hundred such projects are mounting flat pictures, recording on magnetic tape, preserving and arranging specimens, improving chalkboard techniques, classifying phonograph records for interest and grade level, and producing slides. Some of the more unique undertakings included producing a filmstrip, making a movie, organizing corrective language laboratories, participating in a radio production, mastering photographic techniques, and making recorded documentaries.



Operating Proficiency Evaluated

Committee meetings were held from time to time to prevent duplication of endeavor, to share findings and leads of mutual benefit, and to design formats for presenting the conclusions derived to the total workshop. This latter goal was directed toward the utilization of techniques for the effective communication of ideas to large audiences. Role playing took the popular fancy and was entered into wholeheartedly by several of the committees. Others turned toward the socio-drama as a vehicle. Radio script production and simulated classroom presentations, along with the more familiar panels, symposiums, and discussions were additional approaches employed. Here the emphasis was on organization of presentation as a legitimate concern of the teacher.

As an accompanying activity, each participant prepared a condensation of data assembled in connection with his special topic. The sources of information included reference to such indices as the *Filmstrip Guide* and *Education Index*, and to recent books. To supplement references available

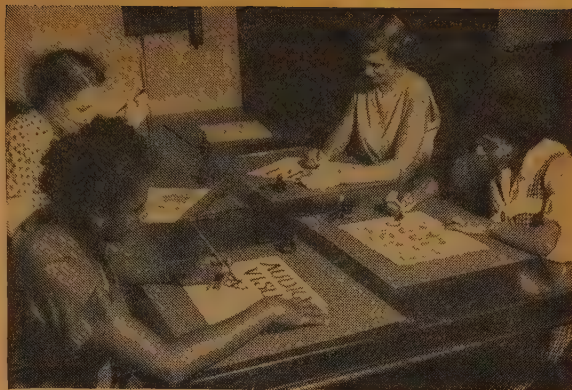
at the College, pamphlets, free catalogs, circulars, monographs, listings, and bulletins were requested by students from commercial sources and educational centers. Copies of condensations were reproduced in sufficient quantity to permit distribution to all members of the workshop. In carrying out this latter phase of the activity, each in-service teacher prepared a stencil for the mimeograph duplicator and a master for the spirit duplicator, and operated the machines involved to produce the copies. Thus a substantial collection of information was disseminated in a form readily usable in the classroom. The many facets of experience involved in reaching this objective did much to broaden the concept of audio-visual as a field encompassing materials of instruction rather than mechanical devices and projectors alone.

TOTAL GROUP MEETS EXPERTS

Capitalizing on the array of talent available in Chicago, a number of outstanding specialists and highly trained technicians were invited to present their viewpoints

and to demonstrate, where appropriate, their proficiencies. Representatives from educational motion picture companies discussed film production and evaluation, and screened some of their latest releases. Manufacturers of offset, spirit, and stencil duplicators arranged for employees to highlight the potentialities and varied applications of the latest models. The simple construction of marionettes and puppets from such commonly available materials as empty eggshells, scraps of wood, and cloth findings was ably demonstrated. Another authority simplified silk screen processes to a point where the onlookers felt competent to try this versatile medium for classroom purposes.

On one occasion the Director of Visual Education for the Chicago Public Schools talked with the group and did much to clarify the scope and types of services available to teachers in the system. Emma Sheehy, a professor on leave from Teachers College, Columbia University, and featured star on a television series for preschool children, explained the many elements involved in producing a successful telecast with an educational format. This information is certainly timely in view of the participation to be expected of educators when Channel 11 goes on the air toward the end of the year. Another particularly absorbing demonstration involved



Hand Speed Lettering

the use of the tachistoscope. This device, so popular for aircraft recognition training during World War II, was shown to be an effective device for instruction in reading, mathematics, music, and stenography.

Other general sessions included introduction to the theory and operation of audio-visual equipment. It was shown how many machines can be used for several purposes. For example, it was demonstrated that the sound motion picture projector could be employed as a public address system, or as an amplifier through which a record player or a radio tuner could be channelled. Similar applications were shown in connection with the radio and the phonograph. Over a score of items, including projectors, recorders, duplicators, and microphones were discussed and explained in a popular and semi-technical manner to establish the foundation for the actual laboratory work that followed. It was gratifying to observe teachers, who had previously been in awe of the projectors, confidently thread the machines, throw the switches, and manipulate the controls with proficiency.

ORGANIZATION OF WORKSHOP

The large number of students in the class necessitated adequate staff personnel: three members of the regular faculty and a number of laboratory assistants. This permitted desirable utilization of the four-period session scheduled once a week. No two meetings followed the same plan.



Learning Radio Techniques

Apportionment of time was determined by the nature of the projects and the needs of the participants. Although long range goals gave direction to many of the activities, meetings were definitely planned only a week in advance to permit consideration and inclusion of current class developments.

In addition to the general sessions, when the entire membership met, there were numerous occasions when four or five lesser groups were formed to rotate through a variety of activities in the course of an evening. Typical of this approach was the meeting which provided each participant with the opportunity to attend demonstrations of silk screen printing, mimeographing, spirit duplicating, and utilization of

special projection screens. A similar plan called for active involvement in hand lettering, equipment operation, film evaluation, and committee work. The multiplicity of experiences provided made the sessions seem all too short.

AUDIO-VISUAL IS MANY THINGS

At the end of the term the class members expressed amazement at the variety of devices, materials, and techniques which had been explored. The many significant problems dealt with stemmed from the enthusiastic spirit of inquiry of the members; the answers derived were in great part the result of the interaction which capitalized upon the experiential background of the group.

PRIMITIVE CERAMICS

A Satisfying Leisure Time Experience

FRED O. ANDERSON

CHICAGO TEACHERS COLLEGE

WE did not intend to take a busman's holiday! We had left the potter's wheel and kiln behind as we gaily set out for our vacation, but the inevitable happened. The swirling action of an outboard motor operating close to shore uncovered a slick bed of clay near our campsite! With shovel and pail we mined a good supply and cached it, wrapped in wet cloth, beneath a shady bank. A rainy day soon inspired the lot of us,—mother, three offspring, and me—to mass-produce a haphazard selection of freely expressed modeling with the extremely raw clay. The need for clay refinement was encountered with every effort as roots, stones, and small pieces of gravel impeded the completion of our masterpieces. Small wads of clay were pinched, squeezed, and pummeled to extract foreign objects but this proved a lengthy method and left much small-grained material in the clay.

After many screenings, pressings, and scrapings, all of which were near failures and supplied only meager quantities of fair clay, we turned to another and a more successful method of refinement. Putting one of the boys to work with bare feet in a five-gallon oil pail, a creamy mix of slip—clay and water—was soon produced. Large stones and other objects immediately settled or floated and could be taken out. Small-sized undesirables were removed by screening as we poured the batch into one of the household bed sheets stretched between two horizontal poles. Nature's drying process and gravity rid the clay of excess water within two days. Each night our treasure was carefully covered to protect it from rain and the heavy morning dew.

Cutting the mass with wire stretched across the fork of a tree and wedging it on a large rock covered with cloth soon con-



UNCOVERING ^{The} BONANZA

ditioned our "store" clay for future use. Back into the five-gallon pail went about fifty pounds of fine, local clay material, totally unaware of having taught five happy campers a new respect and appreciation for it.

PRODUCTION BEGINS

We used the evening camp fire to bisque-fire a few of our first products, packing the pieces in tin cans. But as the crew's production rate was stepped up a new goal loomed ahead. We must have



WEDGED CLAY ON CLOTH-COVERED STONE SLAB.

a kiln! An oil drum, a length of downspout, shelving made from a stove grate, and a piece of sheet steel from a cast-away metal ironing board were crude ma-





The Wheel In Action



Firing Up

terials from which we fashioned a wood burning kiln. A vantage point in the steep bank was selected where necessary draft swept across the lake. Our kiln was embedded there. We tried several types of wood before well-dried oak proved itself master of heat and holding abilities.

For our first firing effort we stacked about twenty precious pieces on the shelves, a professional looking array in the morning sun. Clay from the bank was packed carefully around the kiln door and a slow fire ignited. At noon a brisk wind fanned oak coals to extreme heat. More wood added volume to the small inferno

and then the fire was allowed to die. A tin can placed over the stack now prevented too rapid heat loss. We waited impatiently until the following morning to witness our success or failure.

Very early the next day, with much surprise and then satisfaction, we viewed our first real work in bisque firing. Every piece a success with no fractures or seconds to disappoint any member of our tribe! The ware had taken on a beautiful buff color worthy of several color camera shots. The children thrilled to a cool drink out of their crudely fashioned cups and we took turns posing with our best pieces.

Plenty of good clay, water, and an empty kiln now raised the question, "Why



Steady Does It



Bisque Fired Pieces

not a potter's wheel made from things at hand?" A gallon can for the turn table, a straight and sturdy shoot of hickory for a shaft or axle, and a pop bottle cap for a thrust bearing left only a kick wheel wanting. We pierced and nailed a five gallon oil drum to the axle. To fasten the drum securely to the shaft and to make a platform for bare feet we filled the drum with wet sand, pouring a thin skin of concrete flush with the top rim. We located our wheel on the sloping bank above the kiln where the tangy smell of good wood smoke mixed with clean, cool breezes from across the lake. Many were the turns

of the "wheel" as visiting campers and their children had a whirl at producing a hand-made souvenir from loved vacation shores.

Through the colder months of the year we review our ceramics fun of last summer, setting up the projector to re-live many of those wonderful vacation days. Some of our clay articles we use. Some of them we just enjoy as they grace a shelf or niche. All of them remind us that summer will come again and that the same old clay hole will be waiting to provide new creative fun.

CHICAGO, MAIL ORDER CAPITAL

JOHN D. AUSTIN¹

SEARS, ROEBUCK AND COMPANY

ALONG with Henry Ford's historic Model T car, the mail order catalog has for several generations provided the nation's gagsters with an apparently inexhaustable supply of joke material. Unruffled by their prominence in Joe Miller's Joke Book, the Ford car and the catalog have quietly tended to their business until today they are symbols of America's genius at mass production and mass distribution.

While Detroit was achieving distinction as the home of Ford and the automotive industry, Chicago gained equal fame as the capital of the mail order business — a position the city has held for more than eighty years.

Chicago's rise as the mail order capital is attributed to several economic factors, not the least of which is the enterprising nature of its citizenry. Others include the city's pre-eminence as a transportation and distribution hub, its nearness to the center of population, its manufacturing facilities, and its dominance in the printing industry.

The "Big Four" of mail order — Sears, Roebuck and Company, Montgomery

Ward and Company, Spiegel, Inc., and Aldens, Inc. — got their start in Chicago and still direct their vast merchandising empires from here. Together, they employ more than 250,000 persons, including about 40,000 in the Chicago metropolitan area, and have sales of around 4 billion dollars a year. Officials of the Big Four point out that the use of the term "mail order" is popular but not complete. Actually, all four operate retail stores in addition to their catalog business. In the case of Sears, its 700 stores account for approximately 70 per cent of the total sales volume. However, the mail order companies have little fear that the American consumer is abandoning ordering by mail. Sales of this type actually have expanded these past few years as merchandising companies have taken vigorous steps to develop their mail and telephone order markets.

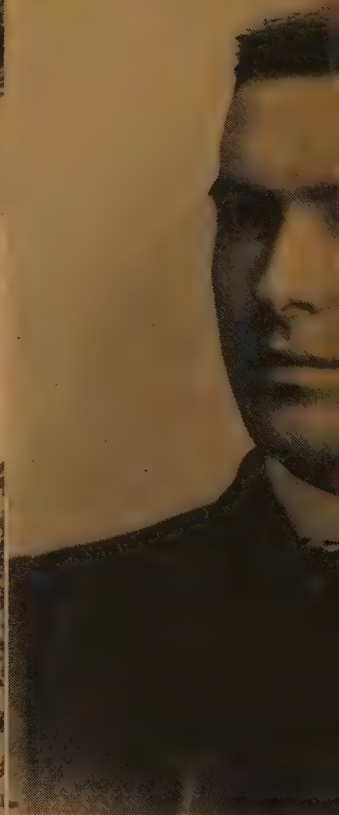
Why is the name "mail order" retained for this combination mail and store business? The answer is the friendly, ubiquitous catalog. Folks study this lavishly

¹Public Relations Department 703



Railroad Station at North Redwood, Minnesota — Birthplace of Sears, Roebuck and Company in 1886

Present Headquarters and Mail Order Plant, 925 South Homan Avenue



Charles

F.

Sears,

C.



Newest Chicago Retail Store at Harlem and North Avenues, Opened March, 1952

Billing Section Indicative of Volume Business



Sears
of
ck and
y

illustrated "wish book" as eagerly as they ever did, although they may purchase many items directly from the store. The catalog is "must" reading for a staggering number of consumers; the Big Four distribute more than 100 million general catalogs and sales supplements plus many specialized publications each year to families located in every postoffice town in America. To the typical reader the catalog is a symbol of the Chicago system of mass distribution; in short, lower prices for quality goods.

Known as the world's largest merchandising organization, Sears, Roebuck and Company had a humble beginning in North Redwood, Minnesota, in 1886. Twenty-year-old Richard W. Sears was station agent there with lots of time for thinking of ideas for accumulating cash. When a local jeweler refused to accept a shipment of watches because he was already overstocked, Sears promptly asked the manufacturer for permission to dispose of them. The sale of these watches to fellow agents up and down the line marked the young railroader's inauspicious entry into the mail order business.

However, by fall, 1886, Sears' watch business had reached such proportions that he quit railroading and opened a mail order office in Minneapolis. The next year he moved to Chicago, getting a place near Dearborn and Randolph Streets. There he hired a young Indiana watchmaker named A. C. Roebuck, who ultimately became a partner. Roebuck was forced to retire in 1897 for reasons of health.

In 1895 Julius Rosenwald, a West Side clothing manufacturer, bought a part interest in this rapidly-growing concern which by this time was doing business in all sections of the country and selling hundreds of items besides watches. He placed the company's chaotic merchandising system in order and in less than five years sales leaped from less than \$800,000 to more than 11 million dollars. In putting the company on its feet, Rosenwald developed a creed which embodied selling

for less by mass buying at lower cost, reduction of sales expense, and lowering of profit margins. He emphasized the necessity of maintaining quality of merchandise.

In 1906, Sears opened its first branch mail order plant in Dallas. In later years nine other branch houses were to be added.

There was a subtle change in the complexion of the company in February, 1925, when a retail store was tentatively installed in a corner of the huge Chicago mail order plant. The man responsible for this experiment was General Robert E. Wood. Wood, who had resigned the previous year as a Montgomery Ward and Company vice-president, was a key man in the building of the Panama Canal and quartermaster general for the U. S. Army during World War I. His judgment was affirmed when the store scored a quick success. Soon the company began establishing other retail units throughout the country. By January 1, 1930, Sears had 316 stores and Wood had been president for two years.

General Wood, who was elected president of Sears in 1928 and to his present post as board chairman in 1939, began to prepare for his second great experiment — an international one. Ever since his Panama Canal days, Wood had been nettled by the inefficient, price haggling methods that characterized retail operations in Latin-America. He believed that the introduction of modern retailing methods there would create an incalculable amount of good will for the United States. In November, 1942, Sears opened a store in Havana, Cuba. It, too, was a success from the start. Since that time, the company has established a total of 24 retail units in Mexico (1947), Brazil (1949), Venezuela (1950), and Colombia (1953).

Today the activities of Sears, Roebuck and Company constitute a vivid and enduring chapter in the drama of distribution. Its 11 mail order plants and more than 700 stores serve millions of custom-

ers and each year furnish an outlet for hundreds of millions of dollars worth of American-made products.

The Granger Movement of the 1870's was chiefly responsible for Chicago's being the cradle of the mail order business. Organized by midwestern farmers for collective buying to combat high, monopolistic prices charged by Eastern interests, the Granger organization centered its buying activities in Chicago because of its central situation and excellent transportation facilities. The Grangers selected Montgomery Ward and Company of Chicago, founded in 1872 and the first big mail order firm, as an official supply house in their co-operative efforts to get lower prices from merchandisers for the farmer. The Ward firm started business with a total capital of \$2,400 provided by partners A. Montgomery Ward of Chicago and George R. Thorne of Kalamazoo, Michigan, his brother-in-law. Office space was leased in the old Chicago Turn Gemeinde, demolished in 1942, on North Clark Street. Their initial catalog was a single-sheet, 8"x12" circular giving a list of articles offered for sale together with their prices. Sales were strictly on a cash basis. Aided by the support of the Grangers, the firm prospered from the start. This was reflected in the growth of the catalog which, by 1875, contained 72 pages and featured an enlarged merchandise line.

In catalog Number 45, issued in 1889, Ward's announced that 25,000 items were listed and that it was doing a business in excess of 1 million dollars annually which required 250 to 400 clerks. Staffed today by around 70,000 employees, the Ward merchandise empire includes 9 mail order plants and more than 600 retail stores. The catalog output consists of big semi-annual general books, seasonal sales supplements, and special publications offering wallpaper, cameras, farm equipment, and other lines. Directing activities at Ward's is Sewell L. Avery, chairman of the board and a nationally-known business figure.

Unlike its fellow members in the Big

Four, Spiegel started out as a retail store in Chicago in 1865. In that year Joseph Spiegel, just discharged from Civil War service, opened a home furnishings store on Wabash Avenue. By the turn of the century, the Spiegel Home Furnishings Company was operating several branch stores. It got into the mail order business in 1905 to sell furniture on credit. During the depression of the '30's, the firm closed its stores and concentrated on mail order. Spiegel re-entered the retail field during World War II. It now owns and operates the J and R auto store chain and the Sally Fashions apparel stores. In addition, the company has a group of furniture stores in Chicago, six large furniture outlets in other cities, and about twenty small department stores in California. Two grandsons of the founder are in the present business. They are Modie J. Spiegel, Jr., president, and his brother, Frederick W. Spiegel, a vice-president.

Aldens, the smallest of the Big Four, is the present name of a mail order firm started in 1889 by Samuel Rosenthal in a loft at Wabash Avenue and Congress Street under the name of the Chicago Mail Order Millinery Company. Rosenthal's first catalogs were the size of a pocket notebook and listed hats ranging in price from \$1.69 to \$8.00. By 1906 the sales book contained 118 pages and offered a wide assortment of clothing lines. "Millinery" was dropped from the corporate name that year. In 1946, when the firm opened its first retail store, Chicago Mail Order Company became Aldens, Inc. This was in recognition of the acceptance of "Henry W. Alden," a well-known brand name for the men's wear line of the company. The current president of Aldens, Robert Jackson, joined the firm in 1922 as a shoe buyer.

Following are the 1952 sales of the Big Four mail order companies:

Sears	\$2,932,338,000
Ward	1,165,946,000
Spiegel	146,043,000
Aldens	85,726,000

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Evelyn Biro, Fred K. Branom, Vernon W. Brockman, Ruth M. Dyrud, Marcella G. Krueger, Frances Preng, Irwin J. Suloway, and Marie Tierney.

FILMSTRIPS

Life Filmstrips. Black and white, \$2.50 each, or eight filmstrips for \$15.00. Color, \$6.00 each, plus lecture notes. 35 mm, single frame. By Life Filmstrips, 9 Rockefeller Plaza, New York 20, New York. 1951-1952.

For classes in history, art, literature, and science, *Life* has designed filmstrips including the following subjects: *Heritage of the Maya; The Atom; The Middle Ages; Giotto's Life of Christ; Emerson's New England; France in the 18th Century; Michelangelo; The Sistine Chapel; American Revolution; 18th Century England; Renaissance Venice; Ancient Egypt; Peking; Age of Exploration*, second printing; and *The Protestant Revolution*.

A series about places and people behind the news is available for the study of the social sciences with titles: *South Africa; Korea; The Navajos; Port of New York; The New Indonesia; Israel; Yugoslavia and Iran*. A second series is now starting and is being issued monthly to subscribers.

Descriptive information, in further detail, may be obtained free from Marian Eames, Director, *Life Filmstrips*. The folder she offers illustrates a typical sequence of frames and names the sources of each strip.

R. M. D.

The following are available from the Popular Science Publishing Company, Audio-Visual Division, 353 Fourth Avenue, New York 10, New York:

Conservation Is Everybody's Business. Four filmstrips. Color, \$24.75 the set. Produced in co-operation with World Book Encyclopedia.

People — Our Most Valuable Resource. 55 frames. States clearly the over-all meaning of conservation and what it means to the farmer, forester, miner, social worker, and outdoorsman. Major emphasis is placed upon the conservation of our human resources. The protection of human life and health as well as the promotion of the economic, social, and moral well-being of our nation is also stressed.

Saving the Soil. 55 frames. Demonstrates the importance of soil to our various economies and occupations and then to us as individuals who depend upon the soil either directly or indirectly. It shows how soil is made and how it can be preserved in spite of the efforts of the elements, rain and wind, and man to destroy it. Gives good illustrations of soil conservation practices.

Using Our Forests Wisely. 55 frames. Emphasizes the value of our forests in conserving soil and water. Describes briefly the history of forest exploitation in the United States and points out the present destruction through fire, insects, animals, and man's carelessness. The work of the National Forest Service is shown as well as suggestions for individual contributions to forest conservation.

Nothing Can Live Without Water. 50 frames. Describes the many uses of water, the source of water, and the water cycle. Of special interest are the frames showing what the average citizen can do to prevent waste of water resources.

This series is recommended for the upper grades and junior high school. The illustrations are clear and the coloring is excellent. The authors are to be commended for the many helpful comments and the fine review questions and thought provoking statements at the conclusion of each filmstrip.

V. W. B.

Circus Fun — Teach-O-Filmstrip. 44 frames. 35 mm. \$6.00. Fully illustrated Teaching Guide. Developed in co-operation with Field Enterprises, Inc., publishers of *World Book Encyclopedia*, 1952.

Betty and Bob have seen a circus and want to know more. Grandad introduces them to the encyclopedia and the children see how it is arranged, how to use the pictures, captions, guide works, headings, and also begin to understand how the encyclopedia differs from a dictionary. An important teaching tool, together with its guide, this can be used from the fourth through sixth grades to introduce to young children a set of reference books for the first time. The final frames with review questions make this a filmstrip which can be used many times as the *World Book Encyclopedia* is found helpful in extending the information needed in the classroom, library, and home. This is planned as the first of two filmstrips to replace the black and white *How to Use an Encyclopedia*. The second will be pointed to the upper grades.

M. G. K.

The American Way. 35 mm. \$36.50 the set. A series of six Teach-O-Filmstrips for use in the middle grades and junior high school social studies. Developed in co-operation with Field Enterprises, Inc., publishers of *World Book Encyclopedia*, 1953.

The aim of this series is to give an accurate picture of ideals and principles which our nation has developed throughout its history and to show the place of these ideals and principles in the modern world. The privileges, duties, and responsibilities of citizenship are indicated. Each filmstrip attempts to show one aspect.

An excellent teaching guide includes a statement for each of the basic concepts to be developed, suggestions and questions to use with each frame, developmental and follow-up suggestions, and a brief sample of an objective test which could be used.

Each frame is in color based on original artwork, some single scenes and others of a panoramic nature. As a whole, the continuity and transitions are fairly

good and there is a reasonably logical development in the sequence of ideas. There is challenge enough in most of them to provoke discussion if teachers are aware of the significance of the concepts epitomized, often in a single frame. Discussion or pupil participation is not directly suggested in most of the series.

These could, variously, be useful from third or fourth grade through high school and college, and even for adults in discussion groups or in foreign-born citizenship classes. They can be used to introduce the concepts involved, as a running summary of the principles presented, and as a review of well-known, commonly accepted facts about the American way of life. They are singularly free of controversial issues or of comparisons with other ways of life. In schools they are related to civics, history, citizenship, social studies in general, and would be adaptable not only for classroom use but also for assembly programs and special groups such as student councils.

Americans All! 49 frames. TOF 327. This filmstrip presents the contributions to America of immigrants among which Negroes are counted. This is done historically and also deals with recent first generation Americans. It would be useful from the fifth grade up as a panorama of our cultural backgrounds and would be a source of pride to would-be adult citizens.

Let Freedom Ring! 46 frames. TOF 328. That the search for freedom was a major reason for the settlement of this country is developed to show how freedom has been hard won and how the Bill of Rights implements it. It would elucidate any discussion of the Constitution, especially the meaning of the amendments, and the background for their acceptance in our way of life. Most useful about the seventh grade.

With Liberty and Justice for All. 49 frames. TOF 329. The most generally useful of the set at the elementary level. Children from third grade up will find the concepts of the need for rules and laws presented understandably and with a minimum of pious platitudes. The examples from sports lead into courts and laws and give both the need for law enforcement and the need to protect the individual from tyranny. The historical examples will also appeal to upper levels and suggest a variety of uses in the social studies classes. This could also be used in physical education classes to analyze the foundation of good sportsmanship.

Opportunity Unlimited. 48 frames. TOF 330. Essentially vocational in its survey of the contributions of all types of brains and brawn, this is most suitable for the upper grades, high school, and college. Especially commendable is the mention of 4H Clubs and Junior Achievement with which young people can identify themselves.

Bulwarks of Democracy. 48 frames. TOF 331. The American educational system of schools, libraries, books, newspapers, and magazines is presented in a highlighted historical overview. The variety of the possibilities in modern education and the scope of educational offerings will be stimulating to upper graders and to high school classes. This filmstrip might also be used in mature classes where the history of education in the United States is a topic.

We, the People. 50 frames. TOF 332. A good survey of our system of formal government, voting, checks and balances, and political parties; most valuable for classes in government but excellent too for history classes as low as fifth grade. M. G. K.

The following are available from the Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan:

Learning to Study Series: Study Headquarters, Getting Down to Work, Using a Textbook, Taking Notes in Class, Giving a Book Report, Writing a Research Paper, and Reviewing. Seven filmstrips, 190 frames. \$3.50 each; \$21 for complete series.

The cartoon style of this series emphasizes the ease with which simple, effective study habits may be acquired. The techniques portrayed and the graphic means of presentation used should appeal to junior and senior high school students. College freshmen who are evaluating their personal study habits could benefit from this series. M. T.

Introduction to the Globe. Five filmstrips. Color, \$4.20 each; set in a kit box, \$19.50.

Continents and Oceans. 24 frames. The globe is shown to represent the earth. The shape and size of the earth are developed and the oceans and continents identified.

Up and Down. 25 frames. The meaning is developed by showing the position of people at various places on our round earth.

North, South, East, and West. 23 frames. The four directions are well developed by using the globe.

Night and Day. 23 frames. Why we have day and night is nicely developed by using a spinning globe.

Hot and Cold Places. 23 frames. The heating of the earth by the sun, the temperature belts, and how the temperature affects the lives of people are skilfully developed.

Teachers in the middle elementary grades will find these filmstrips very useful for developing simple principles of geography. F. K. B.

Out from Silence Series. Color, \$7.00 each; the set \$19.50. *The Nature of Hearing and Hearing Loss*, 48 frames, A575-1; *Safeguarding Your Hearing*, 44 frames, A575-2; and *Rehabilitation of the Hard-of-Hearing*, 48 frames, A575-3. Produced co-operatively by Society of Visual Education, Inc., and Creative Graphics of the University of Denver Press. Collaborators: Marion P. Downs and R. Edwin Shutts, Adult Speech and Hearing Clinics, University of Denver. Available through Society for Visual Education, 1345 Diversey Parkway, Chicago 14, Illinois.

These three filmstrips successfully illustrate the causes of hearing loss, how to ascertain the amount of loss, available medical help, prevention, and treatment involved. Steps in the proper procedure for fitting and purchasing a suitable hearing aid are illustrated in a trip through a qualified hearing aid clinic. Follow-up measures in auditory training are also shown. The filmstrips are carefully planned, well organized, and well illustrated in color. The information given is accurate and acceptable on the basis of modern techniques. The filmstrips are especially suitable for teachers, for students in teacher-training institutions, and parent groups of all kinds, as they give a better understanding of the problems confronting the hearing-handicapped group. E. B. and F. P.

LITERARY MAPS

Literary-Pictorial Map of the United States, New England Literary Pictorial Map, British Isles Literary-Pictorial Map. Wall Maps, 44" by 64" each. Edited by Henry J. Finley. Denoyer-Geppert Company, 5235 North Ravenswood Avenue, Chicago 10, Illinois. Prices from \$6.00 each, depending on mounting.

These wall maps are intensive treatments of their subjects. On geographically correct map backgrounds, the editor has indicated locations of literary import because of their association with writers and their works, as well as sketches and portraits related to literature. Due to their large size, the maps can be and are unusually detailed; in fact the very wealth of detail might make the maps forbidding to the average high school student. While they will not serve particularly well as interest-producers, their reference value is apparent. Numerous inset maps. Good color work, unusually legible print.

I. J. S.

MISCELLANY

List of Free Aviation Education Materials and Services. By School and College Service of the United Air Lines, 35 East Monroe Street, Chicago 3, Illinois.

This very valuable leaflet for teachers in all grades lists slidefilms and motion pictures which are available on free loan basis, bulletin board materials, and teaching aids which may be obtained free in single copies, and booklets and leaflets which may be secured free in quantities for classroom use. Examples of booklets for the classroom are *Mike and Nancy at the Airport*, *Your Future in Air Transportation*, *Modern Flight*, *Seeing the Airport*, *Your Hawaii*, and *Mainliner Meals*.

F. K. B.

Elementary Teachers Guide to Free Curriculum Materials. Eighth Annual Edition, 1951. Educators Progress Service, Randolph, Wisconsin. \$4.50.

Teachers are always on the lookout for useful, inexpensive materials which may be used in their classes. This guide lists free pamphlets, bulletins, maps, atlases, exhibits, charts, scripts, transcriptions, and books with a short description of each. Teachers will find this volume to be very valuable in helping them locate worthwhile materials for making their lessons more stimulating and interesting.

F. K. B.

Educators Guide to Free Slidefilms. Compiled and edited by Mary F. Horkheimer and John W. Diffor. Fourth Edition, 1952. \$4.00. Educators Progress Service, Randolph, Wisconsin.

A helpful and worthwhile compilation of available free slidefilms or stripfilms. The publication contains a listing of 357 silent slidefilms, 214 sound slidefilms, and 4 sets of slides—a total of 575 titles from 65 sources. Fields covered by titles include the following: applied arts, fine arts, health education, language arts, science, and social studies. Included with each listing are such points as nature and content, type of film—silent or sound, number of frames, date of release, black and white or color, availability for permanent loan, conditions of availability, and the name and address of the distributor. Besides the individual listing of each slidefilm, the volume supplies a title index, a subject index, and a source and availability index. An excellent reference for educators using visual education materials.

V. W. B.

Men are so inclined to content themselves with what is commonest; the spirit and the senses so easily grow dead to the impressions of the beautiful and perfect, that every one should study, by all methods, to nourish in his mind the faculty of feeling these things. . . . For this reason, one ought every day at least, to hear a little song, read a good poem, see a fine picture, and if it were possible, to speak a few reasonable words. — Goethe

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

CHICAGO TEACHERS COLLEGE IN-SERVICE COURSE POLICIES—Recent changes in salary policy for Chicago teachers have led to many questions regarding the role of the Chicago Teachers College in supplying advanced training for teachers in service. Following is a statement which may prove useful to teachers contemplating additional college work.

1. *Accreditation.* The Chicago Teachers College is fully accredited for giving the bachelor's and master's degree by the American Association of Colleges for Teacher Education and the North Central Association of Colleges and Secondary Schools.
2. *Scope of Offerings.* All curricula and degrees now being given or contemplated lead to careers in the public schools. Care is taken to see that all graduates meet both Chicago and Illinois certification requirements.
3. *Costs.* Present fees total \$20 a semester or \$10 a summer session for full-time students, resident in Illinois. Part-time students are charged a pro rata or \$1.50 per semester hour. Fees are subject to change by the Board of Education, but are unlikely to exceed like fees charged by other Illinois tax supported colleges.
4. *Standards.* The College reserves the right to set up proper qualifications and standards for admission to graduate courses, for admission to candidacy, and for awarding of degrees.

The following types of opportunity are available for the semester beginning February 1, 1954. (Expanded offerings are being planned for the 1954 summer session and for the 1954-55 academic year.)

1. *For teachers without a bachelor's degree.* In the past few years several hundred assigned Chicago teachers have requested help in securing the bachelor's degree. Many have been graduated. To those teachers who now seek for the first time to become active candidates for this degree, the College suggests the following:

Write at once to the Registrar of the Chicago Teachers College, asking that your credits be evaluated; send to the Registrar official transcripts of all work done at other colleges; get started on required work for the degree next semester by taking a course or courses either at the main campus or at the North Side Branch housed in the Wright Junior College building. In-service assigned teachers are limited to six semester hours, usually two evenings, of class work a semester.

2. *For teachers seeking a master's degree.* The Chicago Teachers College is setting up curricula leading to the Master of Science degree in a number of teaching fields. Among them are:
 - a. Teaching of Social Science
 - b. Teaching of Mathematics
 - c. Teaching of English
 - d. Teaching of Biology and General Science

The above curricula will have sufficient subject matter at a sufficiently advanced level to prepare the student, if he chooses, to take a high school certificate examination. The College has staff and facilities now to offer work in these fields.

a. Candidates for the degree of Master of Science in the Teaching of Social Science will be required to have had as a prerequisite at least one course each in economics, political science, geography, and sociology; also at least six semester hours of European history.

b. Candidates for the degree of Master of Science in the Teaching of Mathematics will be required to have had as a prerequisite at least differential and integral calculus and one advanced mathematics course beyond; also at least eight semester hours from the following selection: physical science, physics, chemistry, astronomy, geology, logic, and statistics.

c. Candidates for the master's degree in the Teaching of English will be required to have had as a prerequisite at least 32 semester hours of English composition, dramatics, language, and literature (English, American, world, and children's), including a course in Shakespeare and a course in American English or college grammar; also at least one course in speech and one course in journalism.

d. Candidates for the degree of Master of Science in the Teaching of Biology and General Science will be required to have had as a prerequisite at least 25 semester hours in natural science, including at least one laboratory course in each of the following: physics, chemistry, botany, comparative anatomy of vertebrates, and physiology or physiology and microbiology.

In addition to the four curricula of subject matter type mentioned, the College may in the near future offer master's degrees in the Teaching of (e) Music, (f) Art, (g) Industrial Arts, (h) Home Economics, and (i) Physical Education. Graduate course announcements will be ready in the late spring.

j. *Teaching mentally handicapped children.* Teachers contemplating entry into this field should have had a minimum of 12 semester hours in industrial arts, art, and crafts, a course in mental hygiene, a course in speech, and a course in the psychology of exceptional children or survey of special education.

k. *Teaching deaf and hard of hearing children.* Teachers contemplating entry into this field should have had at least a course in speech, a course in mental hygiene, and a course in either psychology of exceptional children or survey of special education.

Recommended prerequisite courses will be found in the announcements of the Chicago Teachers College for extended day classes beginning February 1. Other sequences of courses for teachers of handicapped children will be announced in the late spring. Curricula leading to the master's degree in other fields of education

are expected to be announced at that time also. Attention is called to the fact that graduate level courses in the field of school librarianship are already being offered, but advanced registration has filled these classes for the semester beginning February 1.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION — With the theme "Guidance in a Free World," the American Personnel and Guidance Association will hold its 1954 convention at the Hotel Statler, Buffalo, New York, April 11-15. Of special interest will be seminars for college student personnel administrators, professors of guidance, counseling agency administrators, elementary school counselors, industrial personnel workers, and city directors of guidance. In addition, activities will center about graduate student seminars, professional workshops, international speakers, occupational research, clinics, demonstrations, and group therapy techniques. Registration forms and further information may be obtained by writing to the Registration Chairman, APGA Convention, 1685 Elmwood Avenue, Buffalo 7, New York.

CHICAGO SCHOOLS JOURNAL — An up-to-date compilation of Journal articles on Chicago appears on the last page of this issue. These articles relate to the social, physical, economic, and sociological facets of Chicago's life, and are of specific value to teachers of the Chicago Course, as also to the uninitiate on these phases of this metropolis' life today.

COLUMBIA UNIVERSITY—COMMUNITY LEADERSHIP — Teachers College, Columbia University, announced recently a major change in the program of its second largest department, educational administration. This department has been reorganized and enlarged during the past three years, at a cost of one million dollars, in order to prepare for the new program. This will train students primarily for community leadership rather than merely as school administrators. Among the many features of the new curriculum are revised classroom instruction, particularly on the doctorate level; enlarged opportunities for field work; and new research facilities. The curriculum will place emphasis on field experience. Students will participate in school surveys, serve internships in the offices of superintendents of schools, and engage in research in administrative problems. This program seeks to produce school administrators who will be skilled in dealing with parents and other community groups, the press, and broad management problems that are not restricted to the individual school.

FREE NATIONS EDUCATOR'S PROGRAM — Four hundred educators from fifty free nations of the world are spread across the United States to study and observe American education and American life. The visitors, experienced leaders in teaching or administrative fields in their own countries, are spending six months in the United States under this program, co-sponsored by the Department of State and the Office of Education. The co-operating institutions are the Universities of Cincinnati, Florida, Illinois, Kentucky, Michigan, Minnesota, North Carolina, Ohio State, Syracuse, Utah, Wisconsin; Oregon State College; Southwest Texas State Teachers College; State College of Washington; Wayne University; and Iowa State Teachers College.

HEALTH OF TEENAGERS — During the tense, present-day period of frequent adverse publicity given to the "ills" of teenagers, one positive, optimistic fact is indisputable — that the teens are the healthiest years of life. During those years the frequency of disabling disease and the time lost from work or school because of illness are at a minimum. According to a recent bulletin of the Metropolitan Life Insurance Company, the death rate of boys, ages 13-14, per 100,000, was 61.1 during 1950-52; of girls of the same age, 35.3. At age 18-19, the death rate of boys rose to 135.6 and of girls to 55.1.

Deaths from violence, chiefly accidents, constitute the major threat to teenage life. In 1950-52, the death rate of children 13-14 years of age was 31 for boys and 7.2 for girls; at ages 18-19, the death rate for boys had risen to 91 and of girls to 16.2. Motor vehicle fatalities are the leading cause of accidental death among teenagers and increase rapidly in importance during this period of life. At ages 18-19 years, motor vehicle accident fatalities accounted for two-thirds of all accidental deaths among boys and for about four-fifths of those among girls. Among teenage boys, drowning ranked second among accidental deaths throughout the teen period, the death rate rising with age. Firearms was the third ranking accidental cause of death among boys.

The leading cause of death from disease through the teenage period is cancer and other malignant tumors, these accounting for about one-fifth of the deaths from natural causes. Leukemia is responsible for one-half of the deaths at ages 13-14 and for about one-third of the deaths at ages 18-19. Ranking next in importance are diseases of the heart, including rheumatic fever, and here the death rate rises steadily with age. The death rate per 100,000 from disease at ages 13-14 was 30.1 for boys and 28.1 for girls. At ages 18-19 the rate for boys was 44.6 and for girls it was 38.9.

MAJOR EDUCATIONAL EVENTS OF 1953 — The Educational Press Association has recently released the ten major educational events of 1953:

1. Congressional investigations into alleged Communist activity in schools and colleges reveal effects of subversive influence is now at a negligible point.
2. Juvenile delinquency cases rose sharply during the year, causing many school systems to re-examine their part in combatting this blight.
3. The first two educational television stations went into operation in Houston and Los Angeles.
4. The National Education Association passed the 500,000 mark in membership for the first time in its history.
5. Samuel Brownell was named United States Commissioner of Education following the sudden death of Lee M. Thurston.
6. The United States Supreme Court reheard arguments on five cases involving segregation in the public schools of South Carolina, Virginia, Kansas, Delaware, and the District of Columbia.
7. Congress created the Department of Health, Education, and Welfare.
8. Educators recognized the importance of introducing foreign languages in the elementary grades.
9. Under pressure from attacks of varying kinds — sincere citizens, propagandists, and foes of education — schoolmen strengthened emphasis on the three "R's".
10. The Eisenhower administration agreed on a policy of gradual withdrawal of the federal government from established programs such as school lunch, vocational education, and land-grant college assistance, a policy which is yet to be tested in Congress.

NATIONAL AUDIO-VISUAL MEETING — The Department of Audio-Visual Instruction of the National Education Association will meet in Chicago at the Morrison Hotel, March 2-5, 1954. This annual conference will feature demonstrations, exhibits, and discussion of audio-visual materials and methods of teaching. The four-day conference is open to all principals, supervisors, teachers, and other educators interested in audio-visual teaching techniques. The program for Friday, March 5, has been planned especially for educators in the local and state area who are able to attend only one day of the conference.

NATIONAL EDUCATION ASSOCIATION — According to estimates recently released by the research department of the National Education Association, the enrollment for the 1953-54 school year is nearly 29 million, approximately 1,250,000 over the previous school year. The major cause for this increase is the "bumper" baby crop of 1947, the year after millions of service men returned from the war. The "standing room only" situation, which began in 1947, is accentuated during the present school year. There is immediate need of 150,000 additional teachers and 5 billion dollars worth of new buildings.

Colleges are training teachers at a higher rate than in the past, but are not graduating enough

prospective teachers to meet the demand. This year an estimated 71,589 persons who do not have full teacher certification are teaching. Of the 150,000 new teachers needed, 75,000 would replace those who die or leave the profession; the other 75,000 are needed to provide one teacher for each group of 30 pupils.

Salaries in the teaching profession in public schools, including teachers, principals, and supervisors, average \$3,725 a year, but according to the NEA report, this salary "will buy only as many groceries, pay as much rent, and provide as much clothing as \$1,934 did in 1935-39." One in seven teachers earns less than \$2,500 a year, and one in six earns as much as \$4,500. Current salary trends do not show the special gains necessary to overcome the shortage of qualified teachers because of the competitive higher salaries in other occupations.

SENATE BILL NUMBER 195 — Attention of all educators is directed to the following legislation:

SENATE BILL NUMBER 195

An Act to amend Sections 21-1 and 27-3 of "The School Code," approved May 1, 1945, as amended. Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Sections 21-1 and 27-3 of "The School Code," approved May 1, 1945, as amended, are amended to read as follows:

Section 21-1. No one shall be certificated to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, a citizen of the United States and at least nineteen years of age. No one shall teach or supervise in the public schools nor receive for teaching or supervising any part of any public school fund, who does not hold a certificate of qualification granted by the Superintendent of Public Instruction or by the State Teacher Certification Board and a county superintendent of schools as hereinafter provided, or by the board of education of a city having a population exceeding 500,000 inhabitants. The provisions of this Article relating to limited certificates do not apply to cities having a population exceeding 500,000 inhabitants. *No certificate issued after July 1, 1953, shall be renewed for the first time unless the person holding the certificate passes an examination to the satisfaction of the certifying authority upon the provisions and principles of the Constitution of the United States and of the State of Illinois. Such examination shall be held not fewer than three times a year at such time and place as may be designated by the State Teacher Certification Board.*

Section 27-3. American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools and other educational institutions supported or maintained in whole or in part by public funds. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects.

Instruction shall be given in all schools and institutions in the method of voting at elections by means of the Australian Ballot system and the method of

the counting of votes for candidates. Ballot forms used in connection with such instruction shall contain no designation of existing political parties.

TEACHER SHORTAGE—A report by the National Commission on Teacher Education and Professional Standards on possible means to alleviate the present shortage was released recently. The intent of the report is to stimulate and encourage educational leaders and the profession to look beyond traditional policies and practices; make adjustments experimentally; and subject such adjustments to continuous study and evaluation. Some possible approaches to the solution of the problem are:

1. *Alerting the public to the long-term problem.* An adequate supply of qualified teachers is a state's first educational need. Public recognition of this need must be promoted and, furthermore, the public must be led to share the responsibility for solving the problem.

2. *Encouraging former teachers to return to the profession.* The unusually high rate of turnover in teaching personnel points to a substantial number of qualified teachers who have left the profession. Programs of action should be organized to encourage these people to return to the profession on either a part-time or a full-time basis.

3. *Waiving retirement, employment, and age limitations.* Many retired teachers who are mentally and physically competent can resume active duty if mandatory retirement ages are waived during this critical period. In so doing, procedures should be established to protect the best interests of children and youth, of the public, and of the profession.

4. *Broadening certification requirements.* Teacher certificating agencies should move rapidly toward the issuance of a more general type of certificate. Less specificity in teacher certification regulations, in many instances, would allow teachers to render professional service in a greater variety of situations in the public schools.

5. *Extending scholarship opportunities.* Professional organizations, various lay groups, the legislatures of the several states, and the Congress should be encouraged to provide scholarships for prospective teachers. Lists of available scholarships should be provided for the information of interested students. The sponsors of teacher education scholarships for one or two years should be encouraged to extend them to a maximum of four years. Such scholarships should provide for a high degree of selectivity and be administered on a non-partisan basis.

6. *Providing opportunities for children and youth to discover and choose teaching as a career.* Well-planned and deliberate efforts should be made to discover potential teachers in elementary schools, secondary schools, and colleges, and to encourage them to enter and complete teacher preparation curricula. Lay people and members of the teaching profession should co-operate in planning and carrying on appropriate programs designed to acquaint children and youth with the opportunities and satisfactions to be found in teaching.

7. *Providing salary recognition for professional service.* Preparation for teaching is a long, expensive, and ever-continuing process which can be justified only when the resultant service is accorded true professional status. Salary schedules should be designed not only to attract beginning teachers but to hold qualified teachers. It is imperative that qualified teachers have opportunities for progressive advancement in professional status and salary recognition. Collateral benefits, such as adequate retirement programs and disability provisions, are also requisite to professional recognition.

8. *Providing working environment appropriate to professional service.* The environment in which one works greatly influences enthusiasm and satisfaction. Attractive physical plant conditions and adequate teaching materials are deemed important both for holding the teacher already in service and for inducing others to accept positions.

9. *Extending and improving facilities for teacher education.* Inferior buildings and equipment for teacher education tend to leave the impression that teaching as a profession rates at a low level. An adequate flow of capable young people into the profession seems unlikely unless institutions offering such preparation can have physical plants and facilities excellent in every respect, and which compare favorably with other professional schools.

10. *Improving the curriculum for teacher education.* It should be possible to make the curriculum more attractive without decreasing its effectiveness. More common elements in general education, professional education, and subject-matter concentration for elementary and secondary school teachers would not only make the curriculum more attractive to able students but would increase the flexibility of the supply of teachers.

UNIVERSITY OF CHICAGO — In a special release, the University of Chicago announced a change in its undergraduate program. Beginning in 1954, students entering the university after high school graduation will begin a four-year program leading to a Bachelor of Arts or a Bachelor of Science degree depending upon the student's plans and interests. Students who wish to combine specialized education with their general education will take a Bachelor of Arts or a Bachelor of Science degree, depending on the area of specialization, administered and conferred jointly by the College and a Division. Those who wish to concentrate their undergraduate programs entirely in general education will continue to take the Bachelor of Arts degree conferred by the College. Students who have completed two or three years of high school, who meet entrance requirements, will be admitted to the programs leading to the A. B. and S. B. degrees. In addition to the general-education program, students may elect to include, in the work for the Bachelor's Degree, study in a specialized field.

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"This is the Age of Sloppiness." By Leland Miles. *Phi Delta Kappan*, January, 1954.

The lack of durability of contemporary products, the absence of pride of craftsmanship in workers, the inability of employed personnel to carry out even simple procedures are all highlighted as part of what the writer sees as a national letdown in standards and achievement. A parallel assumption is made that elementary and high schools have contributed to this condition through an erroneous interpretation of basic philosophy. It is held that democracy was never supposed to guarantee education for everyone, but rather for those who are capable of being educated. Finally, a plea is made for great emphasis on the tool subjects at the elementary and secondary levels, especially in communication skills. Although the theme is not new, the evidence presented is rather unique and effectively written.

"The Public Views the Teacher." By John L. Haer. *The Journal of Teacher Education*, September, 1953.

An opinion study made in the State of Washington dealt with the lay citizen's concepts of certain aspects of the teacher's life and work. Questions concerned with traits deemed desirable in teachers, moral activities in which they should or should not engage, and monetary compensation deemed adequate for services rendered brought forth some surprising answers. The respondents were classified as metropolitan, city and town, and rural groups. These divisions reflected a considerable differential in conclusions based upon identical queries. Here is an opportunity to see yourself as others see you.

"Some Nonsense? Yes! Quackery? No!" By Kenneth Winetrout. *Phi Delta Kappan*, January, 1954.

Albert Lynd's book, *Quackery in the Public Schools*, stimulates interesting reactions from a professional educator. Winetrout recognizes the exaggerations, over-simplifications, personal prejudices, extreme generalizations, and presence of spitefulness in the writings of the author, but still holds that the material deserves serious study by those in education. Part of the attack deals with bureaucratic control of teacher certification, the manner in which educators respond to criticism, the shabbiness of educational research, the degree mania, and the nonacceptability to the lay

public of the pragmatic philosophy. It is in these areas that some of Lynd's charges are partially accepted with suggestions for possible modifications of present practice.

"Trustees and the Teacher Shortage." An Editorial. *The Alberta Teachers Association Magazine*, December, 1953.

A formula for reducing the teacher shortage in Alberta, Canada, has been advanced by the Trustee's Association. In brief, it advocates lowering the Grade XII examination standards to permit more students to graduate and gain admission to teacher training; the creation of a course, less than a year in length, to qualify high school graduates to be designated as teachers; and permanent certification of teacher trainees who have completed a full year of training. The editor repudiates this proposal forcefully and points up the inevitable calamity to be expected from such a course of action. Teachers everywhere must work toward higher professional standards and at the same time strive to retain the progress made. If reasons are needed, this scathing statement will provide them.

"New Hope for Audiences." By the Staff. *National Parent-Teacher*, October, November, December, 1953, and January, 1954.

Here, at last, is the information needed for working successfully with audiences of all kinds and sizes. The material is presented as a series of four articles in capsule form and cleverly illustrated. Part 1 deals with the techniques, "Discussion 66," and "Brainstorming." Modifications and combinations of these approaches are cited and are guaranteed to lend sparkle and animation to group efforts. Part 2 is concerned with the "Circular Response" method of insuring universal participation, the utilization of the observer and recorder assignments, and role playing. The third installment highlights the applications of the panel, the symposium, and the forum, and clearly distinguishes their varied purposes. Part 4 reveals the secrets of staging plays with a purpose, but without elaborate equipment and preparation. Suggestions for script sources removes the last barrier to experimentation in this area. It is rare to find all of these group dynamics techniques explained in a single series. Here is real treasure for teachers.

"What the Teacher Should Know About Psychiatry." By E. C. Hall. *Progressive Education*, November, 1953.

The findings that perhaps one person in five now of grade school age will at some time during his life need assistance because of a neurosis, that 5 per cent will be admitted to an institution for treatment, and that one in ten of our school population experiences emotional and behavior problems place an additional responsibility upon the teacher. Early recognition of symptoms and subsequent treatment can salvage many individuals who would otherwise become hopeless cases and charges of society. The causes and classes of mental disorders are clearly stated, along with examples of functional disorders and their symptoms. Suggestions for teachers include viewing the withdrawn child with more concern than the exhibitionist.

"The Classroom Guest." By Richard C. Brown. *Social Education*, December, 1953.

Dr. Brown has employed the technique of inviting visitors to the classroom as participants rather than as observers. So have many other instructors. The idea is not new, but the information supplied in the article reveals the preparations necessary to insure successful culmination of such an activity. The basis for selecting guests, preparing the class, and deriving maximum benefit from the occasion are all explained.

"Superior Has Successfully Offered French for Fifth Graders." By Mary M. Starr. *Wisconsin Journal of Education*, December, 1953.

Research indicates the ineffectiveness of language teaching at the secondary and college levels as commonly practiced these many years past. At the same time the developing need for various peoples from all over the world to communicate with each other gives rise to the desirability for proficiency in more than one language. Experiments have been implemented in teaching French to youngsters from the kindergarten upward. The writer describes her successes and approaches in a similar project involving pupils in the fifth grade. The aural method is emphasized and it is reported that young people have little difficulty in attaining reasonable proficiency in the use of the language.

"Of the Librarian I Expect—." By Hazel Black Davis. *The Clearing House*, December, 1953.

It is revealing to contrast the criteria held by the teachers with the expressed needs of the students when both groups have their say concerning what is expected of the librarian. Unusual indeed is the person who can measure up to all of the

standards expressed. An interesting sidelight is provided in the reasons advanced by the students for visitations to the library or for preferring to go to the study hall instead.

"Audio-Visual Supplement." By Irene F. Cypher *et al.* *The Instructor*, January, 1954.

Thirty-six king-size pages comprise the space devoted to instructional materials, their uses, and sources in this annual feature of *The Instructor*. Articles concerned with equipment, applications, and operation are accompanied by reports specifically devoted to subject areas. Much of the coverage deals with conventional techniques and materials but a substantial allotment of space highlights new developments in the field. The directory of A-V producers is up-to-date and reasonably complete.

"A First Step in Teaching Students to Think." By Elmer H. Miller. *The Clearing House*, December, 1953.

Agreement is general concerning the desirability of helping students to think more effectively. However, the ways of accomplishing this worthy objective are not at all definite or universally accepted. Dr. Miller relates his experiments in devising and implementing procedures to stimulate this mental process among high school students. Initially, the young people are asked to write about a situation they recalled that involved good thinking; this was followed by a similar request for an example of faulty thinking. Many times it was difficult to detect differences between the positive and negative résumés. However, as this procedure was continued and analyzed in discussion, the outcomes substantiated the approach.

"Integration in Secondary Schools." By Herbert Espy. *Main Currents in Modern Thought*, November, 1953.

Maine Commissioner of Education Espy discusses our high schools from the viewpoint of an integrationist and of a stranger who might be introduced to this level of the educational system for the first time. Sharp contrasts are revealed in the somewhat ineffectual attempts at foreign language teaching, the confusion attending the English program, the lack of emphasis on creative expression or upon personal initiative in the discovery of facts attending the science areas, and the complete turnabout demonstrated in the program of vocational agriculture where real progress is evident. The guidance movement is evaluated as not being wholly satisfactory in making high school an integrative experience for most students. A fundamental remedy advanced deals with the preparation of teachers especially trained for the integrated type of instruction at the

secondary level. Curriculum changes in the hands of less able teachers are otherwise reduced to dull formalism.

"You Cannot Always 'Do It if You Try!'" By Robert F. Topp. *The Elementary School Journal*, December, 1953.

The time-honored motivation suggesting that effort will always assure achievement of goals is subjected to critical analysis and found to be sadly lacking. Countless youngsters are continually frustrated by the establishment of unattainable objectives for them by well-meaning teachers and over-zealous parents. This practice leads to cheating and deception on the part of the pupil in an effort to meet the pressures or to complete surrender of the individual to defeatism, along with refusal to put forth further effort. A four-point program to eliminate such occurrences includes (1) the formulation of standards that are within the limits of accomplishment of each child; (2) the employment of developmental tasks truly based upon the child's maturity and on the attendant emotional, intellectual, and physiological capacities; (3) the evaluation of achievement in terms of individual ability; (4) the development of inherent abilities and skills.

"I've Got an Idea." By Anna Dunser. *American Childhood*, January, 1954.

How long has it been since one of your pupils burst forth with the information, "Teacher, I have an idea?" Perhaps this desirable experience occurs frequently in some classrooms, but usually with the same few youngsters participating. Here is a technique for involving practically all of your charges in a stimulating approach to creative thinking. The plan has its roots in story writing and art. Ideas must be expressed by arranging things. With school children, even at the lowest levels of the educative process, this is done by arranging objects, words, or sketches. An art director explains how story writing in conjunction with art can become a highly satisfactory personal experience leading to positive development in both media.

"The Glencoe Career-Teacher Plan." By Robert M. Finley. *The American School Board Journal*, November, 1953.

Stimulated by the development of the teacher shortage during World War II, the Glencoe Plan for hiring, paying, and promoting employees was put into effect in 1946. The two major objectives of this procedure are to furnish in-service opportunities for improvement and to provide adequate remuneration for individuals who intend to make a career of teaching. Staff members are employed and paid for twelve months each year with one

month vacation at full salary. The remaining six weeks, during which schools are not in session, permit participation in varied activities designed to promote professional growth. Under these conditions, teaching gains status as a profession rather than as a part-time job.

"Critical Years Ahead for Retirement Systems." By John M. Clifford. *The Nation's Schools*, October, 1953.

Significant developments in connection with social welfare activities, increased longevity, and teacher shortages make the next five years crucial ones for established retirement systems. The switch in some states to Federal Social Security for teachers brings up the question as to whether or not this is a better arrangement. Pressures aimed at effecting more flexible compulsory retirement age levels complicate current plans based upon earlier actuarial computations. Cost of living adjustments are now in the picture as are provisions for supplemental incomes for retired personnel. The whys and wherefores of these and other pertinent factors are considered in detail in this article of concern to all in the profession.

"Ask Him to Try On the Book for Fit." By Jeanne Chall. *The Reading Teacher*, December, 1953.

Purchasing a pair of shoes involves more than effecting an adequate fit. The color, style, purpose of the wearer, materials employed, and workmanship, too, become important considerations. The author presents this example as a simile to selecting books for youngsters. Appropriate level of difficulty is not the sole criteria. Readability, content, physical factors of the book, comprehension factors, and a host of other practical considerations must also be evaluated. Analysis is made of these pertinent elements. Also included is a report of the results of recent studies in the reading field.

"The New Artificial Respiration." As adopted by the National Red Cross. *Scholastic Coach*, June, 1953.

Heralded as being superior to the conventional Schaefer Prone-Pressure System, the new procedure is identified as the Back-Pressure Arm-Lift method. The Red Cross is giving instruction in this technique in all its first aid and life-saving classes and recommends its use in instances of suffocation, submersion in water, electric shock, or gas poisoning. The simple procedure involved is clearly illustrated by the four drawings included. This improved manipulative sequence can be performed by a small person even when a heavy victim is involved.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Jene Barr, Martin Brauns, Jr., Vernon W. Brockman, George E. Butler, Louise E. Christensen, Eve K. Clarke, William J. Dempsey, Henrietta H. Fernitz, Frances A. Ferrell, Rena K. Gruenberg, Mabel G. Hemington, Emily M. Hilsabeck, Lucille E. Hubbard, Louise M. Jacobs, Vaso Krekas, Joseph Kripner, Marcella G. Krueger, Vinita Baldus Leonard, Melvin M. Lubershane, Ursula Maethner, Henrietta H. Miller, Philip H. McBain, Teresa O'Sullivan, George Pate, Blanche B. Paulson, Charles W. Peterson, Charlemae Rollins, Eloise Rue, Joseph J. Urbancek, Mary Jane Walsh, Sylvan D. Ward, Rosemary Welsch, Dorothy E. Willy, Elizabeth J. Wilson, Maurice Yochim, and Gus Ziagos.

FOR TEACHERS AND SUPERVISORS

Our Changing Social Order. Fourth Edition. By Ruth Wood Gavian, A. A. Gray, and Ernest R. Groves. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1953. Pp. 616.

This work, characterized by breadth of scope and balanced presentation, is most useful in secondary education in the study of contemporary problems in our society. The treatment is from the sociological point of view. The application of principles in daily living is emphasized. A generous number of stimulating questions for discussion is supplied at the close of each of the thirty-four chapters. The graphic materials are excellent.

C. W. P.

Functional Arithmetic: Photographic Interpretations. By Lowry W. Harding. 915 Main Street, Dubuque, Iowa: William C. Brown Company, Publishers, 1952. Pp. 196. Paper bound, \$2.00.

Through the use of photographs and manuscript the author attempts to bring to the reader the classroom situations that, in his opinion, aid the future teacher. He believes that since it is not practical for students to visit enough schools and classrooms the pictures in the book will fill the gap. There is doubtless some value in the theory; the hundred photographs in the book are reasonably good.

J. J. U.

Guiding Children's Arithmetic Experiences. By J. Allen Hickerson. 70 Fifth Avenue, New York 11, New York: Prentice Hall, Inc., 1952. Pp. 322. \$5.00.

In this book, arithmetic as arithmetic is not emphasized but rather the "experience language" is used because of the author's belief that it is the most helpful in working with children to contribute to their mental growth and development. Instead of discussing the topics and materials on a horizontal plan—grade by grade, the treatment follows a vertical plan, especially in dealing with the four fundamental operations. Such a plan involves beginning with the easiest elements of a topic, addition for example, in the lower grades and carrying this through varying levels of difficulty to the higher grades. This reviewer has used this type of organization in lectures to student teachers for a period of several years and finds it desirable in such situations. There should be some question about the value of the plan for children since their backgrounds are not comparable.

The author does not recommend the vertical development for children but presents it for such readers as

teachers, adults, and student teachers so that these may get an over-all view of the breadth and integration of the topics that go to make up the usual field of arithmetic.

J. J. U.

1954 Annotated List of Books for Supplementary Reading, Kindergarten-Grade 9. 1078 St. John's Place, Brooklyn 13, New York: Children's Reading Service.

This catalog presents a carefully chosen list of 1,000 children's books, from more than 40 publishers, arranged by topics and school grade levels. Many books listed are designated as suitable for remedial reading. Library books of all publishers may be secured at school discount from the Children's Reading Service. This service enables schools and libraries to combine all their book purchases into one order for one shipment and one invoice.

L. M. J.

Portrait Painting. By Henry Carr. 432 Fourth Avenue, New York 16, New York: The Studio Publications Inc., 1953. Pp. 79. \$4.50.

In this book is presented a logical and orderly procedure for painting a portrait in oils. The entire process, step by step, from the selection and preparation of the canvas to the final brush stroke, demonstrates an academic approach to portraiture. Through detailed explanations and reproductions, five stages of development of a portrait, of "Margaret," are described. Although this book may be of help to students who specialize in academic portrait painting, it is, nevertheless, limited in scope because it presents only one approach.

M. Y.

Teacher's Manual to Accompany Stories about Linda and Lee and Teacher's Manual to Accompany Stories about Sally. By Eleanor Thomas, Ernest Tiegs, and Fay Adams. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1949 and 1950 respectively. Pp. 85 and 70 respectively. 72 and 60 cents respectively.

These manuals are to be used with the Tiegs-Adams Social Studies Series. They contain a discussion of the purposes for teaching social studies, experiences which enrich the social studies program for children, and evaluation of the program. Next follow lesson plans to be used with the stories in the children's readers. The manuals end with bibliographies of books to be used with children and books for teacher reference. They should be most helpful to teachers using this series of readers.

M. G. H.

State and Local Government. By Claudius O. Johnson. 432 Fourth Avenue, New York 16, New York: Thomas Y. Crowell Company, 1950. Pp. 289. \$2.50.

Designed as a college text for a brief course in American state and local government. Contains an understanding of the principles of government and the functioning of some governmental services. Charts are printed in very small type with too much material on the page. The volume is well-documented and authentic. H. H. F.

Paths to the Present. By Arthur M. Schlesinger. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1949. Pp. 317. \$3.00.

A brief study of the social, economic, and political behavior patterns of the American people is covered in thirteen essays. The evaluations of the personalities in the Presidency are of particular interest. For college or adult reading. H. H. F.

Time for Fairy Tales Old and New. Compiled by May Hill Arbuthnot. Illustrated by John Averill et al. 433 East Erie Street, Chicago 11, Illinois: Scott, Foresman and Company, 1952. Pp. 404. \$3.25.

This is a representative collection of folk tales, myths, epics, fables, and modern fanciful tales compiled for grownups to read to children. A few excerpts from books have also been included on the theory that if a child encounters a portion of a fine book he will wish to read the entire book; some examples are portions from Robert A. Heinlein's *Farmer in the Sky* and Kenneth Grahame's *The Wind in the Willows*. Val-

uable extras are the instructions on how to tell stories, the discussion preceding each story section, and the bibliography of collections of folk tales. Excellent for use in teacher training classes of children's literature and by classroom teachers who will find this selection of favorites, old and new, a good collection to have under one cover. For ages four to fourteen. L. M. J.

Teacher's Guide II, to accompany *Safe and Healthy Living*, Revised Edition. By J. Mace Andress et al. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1949. Pp. 183. 68 cents.

This work presents a good, concise interpretation of the three phases of a school health program: healthful school environment, health service, and health instruction. The specific aim is to guide teachers in the more effective use of *The Safe and Healthy Living Series* textbooks. Sample units are presented for the intermediate and upper grades. Practical suggestions for motivating and teaching are also given. Because of its functional approach the guide should prove useful to the beginning teacher of health education. U. M.

Plans for Teaching Group Experience Material and Individual Experience Material. By Gertrude Hildreth et al. 1010 Arch Street, Philadelphia 7, Pennsylvania: The John C. Winston Company, 1951. Pp. 64.

This is a teacher's manual to be used with the readiness charts and the first pre-primers of the *Basic Reading Series*. It gives objectives for the lessons and questions to ask the children. Helpful to teachers using this series. M. G. H.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

An Introduction to Family Relationships. By Mollie and Russell Smart. Illustrated. West Washington Square, Philadelphia 5, Pennsylvania: W. B. Saunders Company, 1953. Pp. 317.

Written for college students, this book first discusses human relationships of parent and child, brothers and sisters, friends and associates, and husbands and wives. Avoiding scientific jargon and using occasional anecdotes for brightness, the authors strive for a simplicity of style they do not quite achieve, particularly as the book progresses. Even though in some chapters it appears to assume considerable background on the part of its readers, it is a valuable addition to young adult reading. B. B. P.

You and Your Family. Revised Edition. By Bernice Milburn Moore and Dorothy M. Leahy. Illustrated. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1953. Pp. 440. \$3.00.

Billing this as a "new" textbook is misleading. The pictures, the topics, the activities are the same as in the 1948 edition; only the infrequent statistics are different. Although the style is somewhat bright, the book suffers from over-condensation and general statements without sufficient illustrative material. Breaking the book into short units has served only to give the reader the feeling that he has taken a rapid trip through a crowded picture gallery. B. B. P.

Scarlet Royal. By Anne Emery. Illustrated by Manning deV. Lee. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1952. Pp. 223. \$2.50.

When Margo MacIntyre's father died in her senior year of high school the family was forced to give up all luxuries. Instead of using their stable of horses for pleasure they decided to open a riding school. Margo faced the most difficult task of her life when she had to sell her beloved horse Scarlet Royal to a wealthy girl

whom she disliked. Adjusting to this loss as well as the loss of a fickle boy friend was almost unbearable until Neil Campbell, a Northwestern University senior, came to help out at the riding school. Excellent horse story combining wholesome family relations and a romance that will be thoroughly satisfying to older girls. C. R.

Plow the Dew Under. By Helen Clark Fernald. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1952. Pp. 301. \$3.00.

This stirring story of Mennonite families emigrating from the Crimea to Kansas, in 1874, in search of religious freedom, bringing their samples of winter wheat with them, will be enjoyed by high school juniors and seniors who are adding to their appreciation of their American heritage. The varied action of the characters, led by the sturdy Palevskys, is carefully etched against the pioneer background. This reviewer misses the description of the charming, wholesome, and simple daily routines, especially connected with the religious devotions, of the Mennonites which would have added much to the intimate pictures of these fine people. Despite this void, the book is worth reading. H. H. M.

The Cherokee, Indians of the Mountains. By Sonia Bleeker. Illustrated by Althea Karr. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 159. \$2.00.

This is an engrossing story of the Cherokee, before and after the coming of the Europeans in 1540—fashioning of their homes; preparation of food; care of babies and devotion to them; training of their youth; tribal customs; superstitions; and participation in competitive ball games and other sports. The final chapters portray vividly the tragedy and injustice which attended their eviction from their territory in Southeastern United States; the account of Sequoya and his attempts to help his people is inspiring. For ages thirteen and up. E. M. H.

Cloak of Aesir. By John W. Campbell, Jr. 5525 Blackstone Avenue, Chicago 37, Illinois: Shasta Publishers, 1952. Pp. 255. \$3.00.

The first two stories in this collection are unrelated; three are grouped under the title, "The Story of the Machine"; and two under "The Story of Aesir." Although the scientific aspects of each lie mainly in the realm of conjecture, one falls under the spell of the mood; the characters, although highly fantastical, really take on some realistic qualities. For high school and up.
E. M. H.

The World Turned Upside Down. By Emma L. Patterson. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. Pp. 281. \$3.00.

Loyalty to his Tory master, the urge to fight for the principles enunciated in the Declaration of Independence, and the winning of the girl with whom he wished to share his life are the problems confronting Dirk Hollenbeck, eighteen-year-old farmhand on the Colonial estate of Roderick Stone. Many of the famous battles fought in the Hudson River valley form the backdrop for this somewhat oversentimentalized novel of the Revolution. As a proud fighter for the liberty of his country, Dirk finally wins the approval of Ellen Stone. Suitable for senior high school students.
W. J. D.

Mathematics for the Consumer. Revised Edition. By Francis G. Lankford, Jr., Raleigh Schorling, and John R. Clark. 313 Park Hill, Yonkers-on-Hudson, New York 5, New York: World Book Company, 1953. Pp. 438. \$2.76.

To become an efficient consumer and intelligent reader, all high school graduates should have at their command a general knowledge of the contents of this book. The problems have been carefully selected to conform to the title of the text. Mere manipulation of arithmetical expressions is reduced to a minimum. The authors give an excellent treatment on elementary statistics and installment buying. As a text designed for the consumer, the reviewer would not hesitate to recommend this book.
G. P.

The United States. By David Saville Muzzey and Horace Kidger. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1953. Pp. 667. \$3.92.

A comprehensive history of the United States, this book is well balanced as to political, economic, and social history. In keeping with the trend of the times, much attention is given to our relations with our near neighbors, Canada and Latin America, while the unit on government contains a very timely chapter on Socialism, Communism, and Democracy. The teaching aids are excellent, while the many photographs, pictorial reviews, drawings, and maps add interest and color.
F. H. F.

Regional Geography: Part I, The Americas by L. Dudley Stamp; *Part II, Africa* by Stanley H. Beaver and L. Dudley Stamp; *Part IV, Asia* by L. Dudley Stamp. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1953. \$2.75 or \$3.50 per volume.

Three volumes of a five-volume regional geography of the world. In general, they constitute revisions of earlier editions; however, statistics have been brought up to date as much as possible and new maps inserted. The set reads easily and is applicable to geography classes of junior and senior high schools. The problem of covering an entire continent or two continents in a space of 260 pages or less necessitates much generalizing and crowding of factual information—factors which

the author has handled in a skillful manner. Numerous maps, charts, and tables add meaning to the texts. Some regions, however, appear to be overemphasized, as, for example, more than one-third of the volume on Asia is devoted to India and Pakistan with only 10 per cent to China and a mere 7 per cent to Soviet Siberia. A series of suggested examination questions follows the regional treatment of each continent. The volumes, while not too well adapted as basic texts for American schools, do constitute valuable supplemental readings in world geography.
V. W. B.

New Plane Geometry. By A. M. Welchons and W. R. Krickenger. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1952. Pp. 568. \$2.52.

The treatment of the material is in accordance with standard high school geometric requirements. The frequent, ample exercises and problems provide for three levels of pupil work. There is a gradual approach to formal proof. Sections on the elements of trigonometry, analytic geometry, and additional interesting applications are included. All inequalities are grouped in one chapter. Chapters are concluded with review questions, summaries of methods of proof, word lists, and time tests. Comprehensive tests are also included. It is this reviewer's opinion that the book is adequate and could be recommended for high school use.
L. E. H.

Arithmetic for High Schools. By Charles H. Butler. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1953. Pp. 336. \$2.40.

This text offers a much needed and excellent treatment of the high school students' arithmetic needs. The table of contents is concise, yet detailed. In the chapter development, the author first presents a process, explains, provides exercises and problems, and then continues the same procedure with a refinement of the process or another concept. The supply of graded exercises and the practical application problems are graded and abundant and these, with the excellent concept development, comprise the outstanding features of this text. The longer chapters are provided with section time tests. The objectives of each chapter are listed in chapter summaries followed by a chapter time test. The numerous pictorial illustrations are excellent.
L. E. H.

The Fork in the Trail. By Val Gendron. Illustrated by Sidney Quinn. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, 1952. Pp. 208. \$2.75.

Several facets of this novel make it different from the usual story of the Forty-Niners' trek to California. In it, Wint Hanners, teenage orphan, learned that it took courage to give up his California dream. He learned, too, that Indians may become one's friends; that unselfishness brings its own "golden" reward; that resourcefulness may bring material gain; and that one may change his dream and still find happiness. An adventure-packed story that will hold the interest of teenage readers.
E. M. H.

Who Was Sylvia? By Nancy Hartwell. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1952. Pp. 201. \$2.50.

Desire to know her real parents and doubts about the future prompt Sylvia's decision to give up college. In order to find herself, she leaves her understanding foster parents, moves to Philadelphia, and takes a job. Knowledge and appreciation of music enable her to get a job at a radio station where success indicates a career in music. Her friendship with Sean, a young musician, proves helpful in finding information about her real

parents; by the end of the story friendship has blossomed into love. The author's understanding of young people and their problems is reflected in Sylvia's problems and the acceptable solutions to them. This book will appeal to older readers.
E. J. W.

As the Wheel Turns. By Anne B. Tufts. Illustrated by Robert L. Doremus. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 182. \$2.50.

Against the background of colonial times, this is the story of Anthony Bryce, who fled from England and brought the invention of the water-power loom to America. He married a Quaker, Charity, and together they battled prejudice and ignorance to build an industry and achieve a happy, successful life. Dialog is alive and colorful, but the characters are stereotyped. The book has sincerity and dignity, but our present high school readers would find it slow-paced and dull.
E. K. C.

Girl's Book of Embroidery. By Jane Chapman. Illustrated by Walter Chapman. 201 East 57th Street, New York 22, New York: Greenberg, Publisher, 1953. Pp. 96. \$2.00.

For girls who are interested in embroidery as a hobby, this is a practical little book. Twenty sample embroidery sketches are illustrated and explained. Suggestions for the use of the stitches in appliques, in insignia embroidery, and in applying designs to garments make up its content. Also included are directions for making many articles on which to display embroidery.
T. O' S.

Planning Your Future. By George E. Meyers, Gladys M. Little, and Sarah A. Robinson. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1953. Pp. 526. \$3.60.

This completely revised edition presents in simple vocabulary and in non-technical manner, information youth needs about particular occupations when considering a vocational choice. Teaching aids are provided by suggestive activities emphasizing the contents of each chapter. Steps in finding, in securing, and suggestions for holding a job are capably included. Facts that young people should know concerning labor unions, social security, and occupational legislation conclude a well-organized text for a course in occupational information.
M. B., Jr.

Interscholastic Athletics. By George E. Shepard and Richard E. Jamerson. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1953. Pp. 276. \$4.00.

Administrators as well as coaches of sports should welcome this splendid text since both can profit by it. Justification for this part of a good physical education program, as stated by the authors, should be based upon the same criteria as any other subject in the curriculum. The authors should be complimented for their sound and intelligent handling of this highly controversial and much abused subject in the high school curriculum. Desirable practices and other important aspects of interscholastic athletics are expertly treated.
J. K.

Linda Jordan: Lawyer. By Jean Livman Block. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 172. \$2.50.

Linda is in her second year of law school when she discovers that her admirer, politician Wilson Cameron, is involved with gangsters and bribery. With the help of a fellow student, Joe Anselmo, they gather enough evidence to have him indicted. Later, she and Joe win the annual Moot Case contest and decide they make a

winning team in love as well as in law. A glib book that would have little vocational value. It barely suggests the tedium of research and routine that is basic in law; it romanticizes only the drama and easy successes.
E. K. C.

The General Science Handbook, Part II. Edited by George K. Stone. Illustrated by Herbert A. Steinke. Albany 1, New York: The University of the State of New York, 1952. Pp. 182.

This paper-bound handbook is the second of a series of three books to teach general science in the junior high school. At the beginning of each unit there is an introduction and a list of materials which can be used in performing experiments. The activities in the handbook would be a useful aid to the science teacher. There are excellent illustrations and a summary at the end of each unit. In the appendix is a list of equipment and a complete bibliography.
R. K. G.

Design Your Home for Living. By Mabel B. Trilling and Florence Williams Nicholas. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1953. Pp. 407.

The principles of design as applied to home selection, home furnishings, and home decorations make up the content of this book. The authors, in making analyses of the basic elements of art, show that a knowledge of art principles and practical applications of the principles to the basic elements of line, form, color, tone, and texture in home design will result in order and in beauty. Written in clean and simple style, every phase of home design, from the selection of patterns for tableware to the choice of the apartment or home in which to live, is considered. The illustrative material is extremely helpful in assisting the reader to visualize the truth of the principles of design being discussed. An excellent book for use in units on home furnishings at the high school level.
T. O' S.

Health and Fitness. Second Edition. By Florence L. Meredith et al. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1953. Pp. 339. \$3.20.

Textbooks for high school health education classes need to have many unusual qualities. This one seems to fulfill all the requirements in its authenticity, coverage of important health areas, and attractive appearance. It is written to be interesting to the age group which will use it. When health problems are related directly to the real life experiences of adolescents, as they are in this book, it is much easier to plan a successful health education program in the high school.
L. E. C.

Photography Workbook. By Victor C. Smith. 227 South Sixth Street, Philadelphia 5, Pennsylvania: J. B. Lippincott Company, 1953. Pp. 83.

A well-organized workbook for the beginning student in photography; designed for the ninth grade and above. The author presents a systematic blend of information, skills, and understanding necessary for producing good black and white pictures. Thirty-eight learning units are included, each complete and meaningful in itself; all are directed toward achieving better results in photography. The short exercises found within each unit are stimulating and practical; they coincide nicely with suggested reading references. Longer reviews are also introduced midway and at the end of the units. Use of the workbook should greatly reduce time allotted to detailed planning of lesson units, oral instruction, and test formulation, thus making provision for more individual instruction in the laboratory.
P. H. McB.

FOR YOUNGER CHILDREN

No Ducks for Dinner. By Rosalys Hall. Illustrated by Kurt Werth. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1953. Pp. 48. \$2.50.

Humor prevails throughout this delightfully ridiculous story of the French bus driver who differed from other bus drivers on the Hopping Rabbit Road because he had a secret. Funny illustrations help make this a completely hilarious book. As in the author's *Merry Miller*, folktale style is approximated; suspense runs high until the reader finally learns the secret. The adult as well as the seven- to nine-year-old will be amused.

L. M. J.

Little Rhody. By Neta Lohnes Frazier. Illustrated by Henrietta Jones Moon. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, 1953. Pp. 152. \$2.75.

Ten-year-old Little Rhody wanted to be called by her real name, Rhoda. In due time her wish became a reality when she demonstrated her resourcefulness and quick thinking by saving a young calf from instant death and the family realized that Little Rhody had been growing up. This activity-packed, heart-warming story of life as it was lived in the 1870's will appeal to girls in the middle and upper grades.

J. B.

The Secret of Donkey Island. By Lavinia R. Davis. Illustrated by Jean MacDonald Porter. 575 Madison Avenue, New York 22, New York: Doubleday and Company, Inc., 1952. Pp. 246. \$2.50.

Although Jamie Bassett did not possess the athletic ability of his older brothers, he did know how to handle a boat well. In this pleasant adventure story for middle and upper grade children who love boats and the sea, Jamie gains stature through helping Cap Kirk, an ex-navy officer, find a home for himself and his donkey, and solves a mystery on the island which he names Donkey Island. Excellent black and white illustrations carry the mood of the story.

J. B.

The First Book of Sailing. By Marion Lineaweaver. Illustrated by Jack Coggins. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1953. Pp. 69. \$1.75.

Another stimulating book of this series, this time describing sailboats from bow to stern. Practices in sailing for fun and profit are depicted in language suitable for the middle grades and by modern pen and ink illustrations. This work would provide background for transportation units in school and the amateur sailor at home whether it be Junior or Daddy.

M. M. L.

The Tractor Book. By Margaret and Stuart Otto. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Pp. 94. \$2.50.

This selection is profusely illustrated with photographs which, with written context, explain automotive work horses. The many uses and varieties of tractors would amaze the most mechanical of us. Because of the correlation between the tractor and agriculture and industry, this book would serve well in advanced social studies units.

M. M. L.

Who Gave Us . . . ? Written and illustrated by Madeleine Gekiere. 333 Sixth Avenue, New York 14, New York: Pantheon Books, Inc., 1953. Pp. 59. \$3.00.

A clever book whose minimum use of words and maximum use of symbolic art should captivate the primary aged child. This is not another question and answer device, but rather a stimulant for already inquisitive minds.

M. M. L.

We Wrote a Symphony. By Ruth Bradley. 285 Columbus Avenue, Boston 16, Massachusetts: C. C. Birchard and Company, 1952. Pp. 76. \$1.50.

A sixth-grade class integrates its learning experience through one great project, the writing of a symphony called "Wings." The class did research in the building of airplanes, and under the supervision of one teacher was able to draw a very close correlation of all school subjects. The result was inspired activity and a symphony of four movements to prove the united effort a great success.

S. D. W.

Slick 'n Me and the Fallon Case. By Alf Evers. Illustrated by Charles Klinger. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1953. Pp. 175. \$2.50.

Fred and Slick are red-blooded American boys with whom ten- and eleven-year-old boys will readily identify. Mystery and humor are combined to produce a most amusing story of two boys whose imagination runs rampant from an overdose of comics and radio mystery stories. Ordinary happenings become extremely mysterious and the slightest movement of key figures in the plot become suspect to the two amateur detectives. Nothing ever happens in Deetersville! Fred and Slick prove otherwise. Plenty of laughs and suspense to the very end make the Fallon Case must reading for middle grade boys.

G. E. B.

The Mysterious Treasure of Cloud Rock. By Jo Brewer. Illustrated by Jill Elgin. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 118. \$2.50.

Legend, English history, and mystery are the elements that are blended together in this story for boys and girls of the middle grades. A secret cave, pirate treasure, a legendary nobleman, and his fair lady dominate the plot which is commonplace and contrived. There are better books of this variety available for middle graders.

G. E. B.

The Beautiful Ship, A Story of the Great Lakes. By John B. Prescott. Illustrated by Allan Thomas. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1952. Pp. 182. \$2.50.

Eric Jorgenson can't resist the urge to buy the Good Hope so that he can continue seriously the fishing life his summer vacations in Green Bay, Wisconsin, and his family background had taught him to love. Fighting against bad weather, sparse fishing, lamprey eels, suspicion, and pirates on the Great Lakes only dampen his enthusiasm temporarily. A more intriguing title might have been chosen for an authentic tale of the Door County peninsula, marred only by the too stereotyped pirates, and one repeated grammatical error. A small glossary of nautical terms would be helpful.

M. G. K.

Bill Bergson, Master Detective. By Astrid Lindgren. Translated from the Swedish by Herbert Antoine. Illustrated by Louis L. Glanzman. 18 East 48th Street, New York 17, New York: The Viking Press, 1952. Pp. 200. \$2.00.

Bill Bergson, thirteen, and gifted with a vivid imagination, esteems to be a detective in the tradition of Sherlock Holmes. After many humorous situations and a hair-raising adventure with jewel thieves, Bill and his two friends are ready to settle down to their normal life of a perpetual "War of the Roses" with their rival gang. Written with technical skill and an apparent understanding of young people, and most ably translated, the story of the young Master Detective is a brilliant success that should prove to be a favorite with boys and girls.

G. E. B.

Meph, the Pet Skunk. By John L. and Jean George. Illustrated by Jean George. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, 1952. Pp. 180. \$2.75.

A sensitive tale of a farm boy and of the skunk who compensated for his hard, disappointing, lonely life. Great discernment is shown in descriptive details, compelling style and plot, exact vocabulary, and a feeling for farm family relations as well as in accurate nature study and knowledge of conservation experiments. Rapid transitions from boy problems to skunk problems arouse intense interest in both, and in their satisfactory solution. M. G. K.

Pat and Her Policeman. By Frieda Friedman. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1953. Pp. 159. \$2.50.

Pat, whose father was a police sergeant, wanted to be a policewoman when she grew up. She was proud of being on the school safety patrol even though her post was not an exciting one. Her vivid imagination often led her far from fact, but in a fast-moving climax in which she helps capture a criminal she learns the value of truthfulness. Middle-grade girls especially will enjoy this warm story of family life. Fine full-page drawings and clear type complement the text. J. B.

Penny's Worth. By Nancy Caffrey. Illustrated by Jeanne Mellin. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 120. \$2.50.

A sentimental story of a personified Polly-Anna, riding school horse who realized her dream of being "privately owned." Teaching a sickly boy to ride, saving his life, and having the favor returned change to pride her feeling of inferiority. It will please the devotees of *Black Beauty*, but the constant change of reference from horse to people, too many coincidences, and the somewhat stilted style detract. M. G. K.

Everyday Science Stories. Edited by Rose Wyler. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. \$1.60 each.

Middle-grade youngsters get an introduction to science in these contrived stories with child heroes. The shortness of the books and the simplicity of the text make them useful for motivating reluctant readers who shun scientific tomes. Pictures of family life in various settings may be useful.

The Marvelous Magnet. By Harry Sootin. Illustrated by William Hutchinson. Pp. 63.

Ken teaches his sister enough about magnets to give a report in school; later he rigs up a bell to scare a burglar away.

Flower Box Surprise. By Gertrude Blane. Illustrated by Louis Zansky. Pp. 62.

How tenement children grew a castor bean plant in a box on the fire escape.

Oliver Sounds Off. By Jack Bechdolt. Illustrated by Ralph Ramstad. Pp. 63.

A would-be inventor tries to make a flying bicycle, then a fire alarm.

Skinny Joins the Circus. By Lee Bloomgarden. Illustrated by Raymond Creekmore. Pp. 63.

A boy from a famine area visits his uncle who runs a circus, and learns from the cook the value of food.

The Hungriest Robin. By Peter Thayer. Illustrated by Kathleen Elgin. Pp. 63.

Fictionalized account of robin who hurt his wing and couldn't fly south. E. R.

Big Tiger and Christian. By Fritz Mühlenweg. Illustrated by Raffaello Busoni. 333 Sixth Avenue, New York 14, New York: Pantheon Books. Pp. 593. \$4.95.

Today's children might enjoy this adventure narrative of a trek across the Mongolian desert by two active but philosophical boys by having an expert read the whole on successive days on which the children are confined to bed or to small quarters. One begrudges the time it takes to savor enjoyable passages sandwiched in between slower, repetitious ones which will discourage average readers. Good type size, map, and glossary. E. R.

Children of the Great Smoky Mountains. By May Justus. Illustrated by Robert Henneberger. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 158. \$2.50.

Only a person who loves the Smoky Mountains as this author does could write stories with such warmth and charm. May Justus knows the people of this area well, being one of them herself, and helps other children to know them better by telling fascinating true-to-life stories about them, using the dialect of the region. Ten- and eleven-year-olds will be delighted with this collection of short stories. M. G. H.

Everyday Adventure Stories. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. \$1.60 each.

Rather forced but informational tales useful for rapid reading in middle grades.

Tommy and the Orange-Lemon Tree. By Enid Johnson. Illustrated by Anne Merriman Peck. Pp. 63.

A migrant Mexican boy in the orange groves learns dependability rather suddenly under stress.

Coast Guard to the Rescue. By Mildred G. Luckhardt. Illustrated by J. C. Wonsetler. Pp. 61.

Three children disobey the storm warnings and learn how the coast guard functions for safety.

A Tugboat Toots for Terry. By Zillah K. Macdonald. Illustrated by Jay Hyde Barnum. Pp. 63.

A small boy spends an exciting day in New York Harbor learning the rules of river life.

Peanut Butter Mascot. By Helen D. Olds. Illustrated by Ursula Koering. Pp. 61.

Dave learns more about peanuts on a visit to the factory where his father and sister work. E. R.

The Wild Stranger. By Trudy Burke. Illustrated by Paul Brown. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Pp. 129. \$2.50.

Bobby and Alice shared the mutual desire to own a horse apiece! Their youthful dreams were finally realized, though in different ways. This warm-hearted story characterizes a happy family who enjoy doing things together so much that the reader can truly imagine himself wanting to join them and participate in the outdoor activities common to a Wyoming town. R. W.

The Summer Is Magic. By Joan Howard. Illustrated by Adrienne Adams. 419 Fourth Avenue, New York 16, New York: Lothrop, Lee and Shepard Company, Inc., 1952. Pp. 182. \$2.50.

The powerful potency of magic is found in this fanciful story wherever Ronnie, Jill, and Merlin, their cat, happen to be. During a summer vacation, the children become acquainted with a pirate, a djinn, and a snail who successively provide a series of thrilling adventures which might well re-awaken the imagination of average intermediate grade readers. R. W.

Your People and Mine. By Josephine Mackenzie with Ernest W. Tiegs and Fay Adams. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1949. Pp. 319. \$2.60.

An excellent text for social studies in the fifth grade. The young American studying this book will find it pleasant to learn his history, as well as many social skills and abilities. Beautiful illustrations, an adequate number of simple maps, songs, and an index and pronouncing vocabulary add to the value of the book. Suggested pupil activities and pupil bibliography for each unit are helpful.

H. H. F.

All Kinds of Babies. By Millicent Selsam. Illustrated by Helen Ludwig. 8 West 13th Street, New York 11, New York: William R. Scott, Inc., 1953. Unp. \$2.00.

All kinds of babies are born into the world every minute of the day. Some babies start out life looking like their parents; but other babies start out life unlike their parents. Through the use of simple terms and vivid illustrations this science book introduces the young child to the amazing growth changes that take place in animal babies as they grow up. Five- and six-year-olds will learn the important fact that every living thing reproduces its own kind.

V. K.

Danny Boy. By Alice E. Goudey. Illustrated by Paul Brown. 579 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 94. \$2.00.

There was a great hustle and bustle in Pleasantville because the carnival with Danny Boy, the "smartest pony in the world," was coming to town. In the form of three chapters, the story tells what happened when Danny Boy left the carnival to live in Pleasantville. Second-graders will enjoy this easy-to-read book that contains illustrations possessing just the quality of simple drama and humor that the story requires.

V. K.

Space Cat. By Ruthven Todd. Illustrated by Paul Galdone. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 72. \$2.00.

This is a cat's-eye-view of jets, rockets, pressure suits, and a trip to the moon with remarkable discoveries made by Flyball, the super-cat. Some facts and some fantastic science fiction for young Captain Video fans.

M. G. K.

Curious George Rides a Bike. By H. A. Rey. 2 Park Street, Boston 7, Massachusetts: Houghton Mifflin Company, 1952. Pp. 45. \$2.75.

This lovable, mischievous monkey will appeal to five- and six-year-olds who enjoy rollicking fun over ridiculous situations.

M. G. H.

Biquette, the White Goat. By Francoise. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Unp. \$2.00.

This is a gay picture book with a simple, humorous story about a goat who wears a coat. Good illustrations. For four- and five-year-olds.

M. G. H.

Rocks, Rivers, and the Changing Earth. By Herman and Nina Schneider. Illustrated by Edwin Herron. 8 West 13th Street, New York 11, New York: William R. Scott, Inc., 1952. Pp. 181. \$3.00.

A good introductory work on the origin of the physical features of the landscape. The book describes and explains the process of the wearing down of the earth's surface by the forces of erosion and deposition and also explains the basic principles of mountain building and the formation of other irregularities on the surface of the earth. The vocabulary is simple and easily understood and is supplemented by many black-line drawings.

Another outstanding feature is the series of meaningful demonstrations which can be utilized with a minimum of equipment. Perhaps a few simple maps showing the areas of the world in which these processes are most active would have added additional interest. The volume is suited for upper-grade geography and science.

V. W. B.

Wild Folk in the Woods. Written and illustrated by Carroll Lane Fenton. 210 Madison Avenue, New York 16, New York: The John Day Company, 1952. Pp. 128. \$2.50.

Activities and habits of thirty-six varieties of birds, beasts, and insects found in the wooded sections of our country are described in a direct, chatty style which encourages cover to cover reading. Popular misconceptions are dispelled as the author follows a named individual into the doings of its relatives. The excellent illustrations should have been in color.

M. G. K.

Old MacDonald Had a Farm. Illustrated by Margaret Jervis. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1953. Unp. 25 cents.

The context of this book consists of the lyrics to the song of the same name plus some additional verses. Some of the illustrations are of farm animals in their natural setting and others are of personified animals such as a sheep knitting and cows partaking of refreshments in a drug store.

M. G. H.

The Holly Bunny Book. By Catherine F. Sellw. Illustrated by Sylvia Holland. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1953. Unp. 25 cents.

With the help of personified rabbits, hens, ducks, and chicks, as well as by magic, Mr. Easter Bunny delivers his baskets Easter Eve.

M. G. H.

The True Book of Honey Bees. By John Lewellen. Illustrated by Patricia Jackson. 36 South Throop Street, Chicago 7, Illinois: Childrens Press, 1953. Pp. 47. \$2.00.

This is a detailed account of the honey bee—how it lives, how the colony is organized, what help it is to man. An excellent science book for children in the middle grades.

M. G. H.

The True Book of Plants We Know. By Irene Miner. Illustrated by Irene Miner and Karl Murr. 36 South Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1953. Pp. 44. \$2.00.

Large illustrations help to clarify the text which, according to the publisher, is primer level. Actually, the vocabulary load is heavy for this level, even though the type is larger than that in most primers. It is a good science supplementary book for the primary grades.

M. G. H.

The Wonderful Egg. By G. Warren Schloat, Jr. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Unp. \$2.25.

Warren and Andy are two little boys who visit an egg farm to learn about eggs and the hens that lay them. Excellent photographs, a few black and white drawings, and a simple and well-organized account tell the story. It concerns the development of baby chicks in the shell and their hatching, both by mother hen and by incubator, the care given to the young chicks, their development into laying hens, and preparation of eggs for marketing. Even how to cook eggs is simply and invitingly described. This is an excellent book to read to kindergarten-primary children and for third or fourth graders to read by themselves.

D. E. W.

Word Mastery Writing-Spelling. By David H. Patton. 400 South Front Street, Columbus 15, Ohio: Charles E. Merrill Company, 1950. Pp. 80. 27 cents.

According to the publisher, this workbook teaches writing and spelling at the same time, introducing letters "in the order of writing difficulty" and words children "should learn to spell in preparation for the more formal spelling program of the second year." The book is supposed to be used in the second semester of first grade.
M. G. H.

On a Summer Day. Written and illustrated by Lois Lenski. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1953. Unp. \$1.25.

This is not a story book, but rather a series of summer day play activities delightfully presented and colorfully illustrated for the nursery and kindergarten child. Games, such as playing horsie, elephant, and monkey, will not only delight the young child but will give him ideas for his own play activities.
V. K.

Tools for Andy. By James S. Tippet. Illustrated by Kay Draper. 810 Broadway, Nashville 2, Tennessee: Abingdon-Cokesbury Press, 1951. Pp. 48. \$1.50.

A clever conversation between Andy and his family acquaints young children with simple carpentry tools and their uses. Each tool merits a separate story which is introduced by a six-line rhyme. The final story holds a surprise for Andy which will delight the children. The line illustrations are clear and full of action. About second grade reading level.
D. E. W.

Play Football Safely. By George E. Koontz. 313 West 35th Street, New York 1, New York: The William Frederick Press, 1952. Pp. 47. \$1.00.

The title is somewhat misleading since the content of this forty-seven page booklet deals primarily with fundamentals of football. Although the booklet is rather brief, youngsters interested should find many valuable suggestions about training, etcetera, to "play football safely."
J. K.

Play with Leaves and Flowers. By Millicent E. Sel-sam. Illustrated by Fred F. Scherer. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 63. \$2.00.

The interesting characteristics and habits of common leaves and flowers as described in this book provide delightful surprises for the non-critical observer, child or adult. They are told in a clear and simple style, and excellently illustrated with pen drawings. Experiments to test the habits and activities described are fascinatingly presented. About fourth grade level.
D. E. W.

The First Book of Firemen. By Benjamin Brewster. Illustrated by Jeanne Bendick. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1951. Unp. \$1.75.

Primary children will be thrilled to listen to this story about firemen, their activities, a little of the history of fire-fighting, and how forest fires are controlled. It is definitely not a first book of firemen, but children of third or fourth grade reading level ability can read it independently with pleasure and satisfaction. The illustrations, in red and blue, are full of action but sometimes confusing.
D. E. W.

The True Book of Air Around Us. By Margaret Friskey. Illustrated by Katherine Evans. 36 South Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1953. Pp. 47. \$2.00.

Middle-grade children who are interested in science will enjoy reading this book about the characteristics of air which are presented in a truthful and interesting manner.
M. G. H.

Crack of the Bat. Edited by Phyllis Reid Fenner. 501 Madison Avenue, New York 22, New York: Alfred A. Knopf, Inc., 1952. Pp. 160. \$2.50.

This is an anthology of baseball lore written by favorite authors on this subject. Such fiction and fact as compiled by John R. Tunis, Bob Considine, and Jackson V. Sholtz would appeal to many of our numerous teenage baseball enthusiasts. No motivation is necessary to get youngsters to read this intriguing book.
M. M. L.

Shaken Days. By Marion Garthwaite. Illustrated by Ursula Koering. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 204. \$2.75.

Although the author presumably intended to make eleven-year-old Megan Dyke the central character of this novel, Megan's ten-year-old brother Malcolm often steals the role from her. However, the way in which the San Francisco earthquake helped Megan to overcome her diffidence is fairly well done; the horrors of that California catastrophe are convincingly portrayed; the family life of the Dykes is interesting; also the customs and fashions of those days of 1906. Third and fourth graders should like this story.
E. M. H.

The Heart for Baseball. By Marion Renick. Illustrated by Paul Galdone. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Pp. 234. \$2.25.

Here, for intermediate boys and girls, is a story about Little League baseball that follows a team from its organization to the winning of the town championship. The book emphasizes that not only is skill required for championship play, but the will to persevere despite odds and a love for the game that makes a player constantly and humbly work to be better. Technical and moral points are given in small doses and without pedantry.
G. Z.

The Sun. By Herbert S. Zim. Illustrated by Larry Kettelkamp. New York: William Morrow and Company, 1953. Unp. \$2.00.

Twelve- and thirteen-year-old scientists will be fascinated by this book which not only gives a clear, well-illustrated explanation about the sun and its relation to us, but gives directions for doing simple experiments with light.
M. G. H.

The Tree on the Road to Turntown. By Glenn O. Blough. Illustrated by Jeanne Bendick. New York: Whittlesey House, McGraw-Hill Book Company, Inc., 1953. Pp. 48. \$2.00.

The life history of this oak tree from the time it was an acorn until it was cut down by lumbermen is written with a charming, easy-going style which six- and seven-year-olds will enjoy. The author has combined his knowledge of science with his understanding of children's interests and his ability to tell a good story.
M. G. H.

The Mystery of the Scarlet Daffodil. By Dorothy Glewes. Illustrated by J. Marianne Moll. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1953. Pp. 246. \$2.50.

Here is mystery fare for the young readers in the upper elementary grades. Strange clues, all-night watches, blaring police sirens, a gypsy caravan, the disappearance of a rare scarlet daffodil, and the hint of romance are packed into a quick-moving story that progresses in short chapters with an abundance of sprightly conversation. This popular English author has blended fine family relations, skillful mystification, and an authentic knowledge of methods of producing new kinds of daffodils. The story reveals the similarity of interests and attitudes of young people of the same age group or sex, despite the difference in the accident of their geographical origin.
V. B. L.

Robins in the Garden. Written and illustrated by Olive L. Earle. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1953. Pp. 64. \$2.00.

This fascinating story about a robin family and other living things in a garden has real value; the facts about birds are simply given and each thought holds every child's attention. The illustrations are clear and alive. Mr. Robin arrived North very early in March and found himself lonesome and hungry. When the weather grew warmer and other robins came, he chose a mate, made a home, and protected a family. M. J. W.

Planet X. By Mildred S. Kiefer. Illustrated by Julia Rogers. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 63. \$1.60.

An "everyday" story written in the hope of diverting nine-year-old followers of exaggerated and unreal TV spacemen to scientific careers, such as astronomy and rabbit raising. The setting is Flagstaff, Arizona, and a note credits Dr. Slipher of Lowell Observatory with checking facts concerning the discovery of Pluto. E. R.

Elle Kari. By Elly Jannes. Photographs by Anna Riwkin-Brick. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1952. Unp. \$2.00.

Children who are interested in people of other lands will enjoy this true story of three-year-old Elle and her family and friends who live in Lapland. M. G. H.

Stephen's Train. By Margaret G. Otto. Illustrated by Mary Stevens. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1953. Unp. \$2.00.

Six-year-olds will wish they could have the fun Stephen did when he went for a train ride all alone. A good story well-told. M. G. H.

Come With Us. By Odille Ousley. Illustrated by Ruth Steed. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1952. Pp. 64. 52 cents.

This first book in the *Enrichment Series* is on the pre-primer level and is planned to be used after the third pre-primer of the basic series. It uses the fifty-six words of the first three pre-primers and introduces

ten new words. The stories tell about experiences the family has while visiting an aunt in the city. It would also be interesting supplementary reading material for children who have used other basic texts. M. G. H.

The Young Boy's Busybook of Play Ideas and Things to Do. By Caroline Horowitz. 114 East 32nd Street, New York 16, New York: Hart Publishing Company, 1951. Pp. 95. \$1.50.

Patterns of handicraft and descriptions of games are given for children who of necessity must stay indoors. Some of the ideas are old; some are new. For children from six to ten. M. G. H.

The Low Countries. By Cornelia Spencer. 8 West 13th Street, New York 11, New York: Holiday House, Inc., 1949. Pp. 24. \$1.75.

An interesting account of the Netherlands, Luxembourg, and Belgium in story form to be utilized by children in the middle grades. Inside covers contain helpful maps of the areas. H. H. F.

Pioneer Children in America. By Caroline D. Emerson et al. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1950. Pp. 302. \$1.80.

Although written for use in grade three, it could be used in the fourth grade in teaching children about food, clothing, and shelter. Each story is told around a pioneer family that has a son and a daughter the ages of the children reading this basal historical reader. Maps, pictures, and other visual aids add to the value of the book. H. H. F.

Leaders in Other Lands. By Jeanette Eaton. Illustrated by Fritz Kredel. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1950. Pp. 322.

The fourth grade historical reader which will give children the vicarious experiences of living in nine different countries from the France of Jeanne d'Arc to the India of Mahatma Gandhi. The story of Leonardo da Vinci, fascinating as it is, is told in an interesting manner followed by suggested individual and committee activities. An ample number of good illustrations add to the Volume. H. H. F.

INEXPENSIVE PAMPHLET MATERIAL

Better Living Booklets. For Parents and Teachers. 57 West Grand Avenue, Chicago 10, Illinois: Science Research Associates, Inc., 1953. Pp. 48 each. Single copies, 40 cents; quantity prices on request.

Developing Responsibility in Children. By Constance J. Foster. Illustrated by Jeanne Doern.

Helping Children Develop Moral Values. By Ashley Montagu. Illustrated by Jeanne Whildin.

Helping Children Solve Problems. By Ruth Strang. Illustrated by Ralph Creasman.

How Children Grow and Develop. By Willard C. Olson and John Lewellen. Illustrated by Kathleen Shepard.

Improving Children's Learning Ability. By Harry N. Rivlin. Illustrated by Jeanne Doern.

Junior Life Adjustment Booklets. 57 West Grand Avenue, Chicago 10, Illinois: Science Research Associates, Inc., 1953. Pp. 40 each. Single copies, 40 cents; quantity prices on request.

Citizenship for Boys and Girls. By Stanley E. Dimond. Illustrated by Yoshiko Ozone.

Make Your Pennies Count. By Mildred Hark and Noel McQueen. Illustrated by Jeanne Doern.

Planning Your Job Future. By Emery Stoops and Lucile Rosenheim. Illustrated by Jeanne Doern.

You Can Talk Better. By C. Van Riper. Illustrated by Seymour Fleishman.

Your Problems: How to Handle Them. By Hermann H. Remmers and Robert H. Bauernfeind. Illustrated by Seymour Fleishman.

Child Development and the Language Arts. Prepared by a Committee of the National Conference on Research in English. 8110 South Halsted Street, Chicago 20, Illinois: The National Council of Teachers of English, 1953. Pp. 52. 75 cents.

Community Action for Education. By John W. Polley et al. 525 West 120th Street, New York 27, New York: Bureau of Publications, Teachers College, Columbia University, 1953. Pp. 102. \$1.75.

Education for Self-Understanding. By Arthur T. Jersild et al. 525 West 120th Street, New York 27, New York: Bureau of Publications, Teachers College, Columbia University, 1953. Pp. 54. 85 cents.

Life Adjustment Booklets. 57 West Grand Avenue, Chicago 10, Illinois: Science Research Associates, Inc., 1953. Pp. 48 each. Single copies, 40 cents; quantity prices on request.

How to Take a Test. By Joseph C. Heston. Illustrated by Cissie Liebschutz.

Study Your Way through School. By C. d'A. Gerken. Illustrated by Cissie Liebschutz.

What You Should Know About Communism. By Alfred G. Meyer. Illustrated by W. E. Terry.

What You Should Know About Parenthood. By Ralph G. Eckert. Illustrated by Alida Marsh.

What You Should Know About Social Class. By W. Lloyd Warner and Mildred Hall Warner. Illustrated by Jeanne Doern.

Bulletin of the School of Education, Indiana University. Bloomington, Indiana: Indiana University Bookstore.

Indiana and Midwest School Building Planning Conference: Proceedings. November, 1953. Pp. 104. \$1.00.

The Local School Facilities Survey. By Harold H. Church et al. January and March, 1953. Pp. 96. \$2.00.

The Tenure of Indiana School Administrators. By Raleigh W. Holmstedt. May, 1953. Pp. 36. \$1.00.

Factors that Influence Language Growth. Prepared by a Committee of the National Conference on Research in English. 8110 South Halsted Street, Chicago 20, Illinois: The National Council of Teachers of English, 1953. Pp. 32. 60 cents.

Health Needs and What to Do About Them. According to the Report of the President's Commission on the Health Needs of the Nation, *Building America's Health.* Summary prepared by the Committee for the Nation's Health. 2212 M Street, N. W., Washington 7, D. C.: Committee for the Nation's Health, 1953. Pp. 16. 15 cents.

How the United Nations Met the Challenge of Korea. Reprinted from *United Nations Bulletin*, August 1, 1953. 2960 Broadway, New York 27, New York: Columbia University Press, 1953. Pp. 37. 15 cents.

How to Study in High School. By Samuel N. LeCount and Lois Lynn Hardy. Box 558, Palo Alto, California: Pacific Books, 1953. Pp. 31. 25 cents.

Knowing Your Newspaper. By Geraldine Saltzberg. 313 Park Hill, Yonkers-on-Hudson 5, New York: World Book Company, 1953. Pp. 102. 96 cents.

Making Foreign Policy: U. S. A. By Anne Hartwell Johnstone and Georgianna F. Mitchell. 461 Fourth Avenue, New York 16, New York: Carrie Chapman Catt Memorial Fund, Inc., 1953. Pp. 43.

Master's Theses in Education, 1951-1952. By T. A. Lamke and Herbert M. Silvey. 525 West 120th Street, New York 27, New York: Bureau of Publications, Teachers College, Columbia University, 1953. Pp. 155. \$2.00.

Money Management, Your Equipment Dollar. Edited by the Consumer Education Department. 919 North Michigan Avenue, Chicago 11, Illinois: Household Finance Corporation, 1953. Pp. 36. 10 cents.

One World in Children's Books. Revised Edition by Eulalie Steinmetz and Augusta Baker. 19 North Jackson Street, Danville, Illinois: Interstate Printers and Publishers, 1953. Pp. 30. 50 cents.

Public Affairs Pamphlets. 22 East 38th Street, New York 16, New York: Public Affairs Committee, Inc., 1953. Pp. 28 each. Single copies, 25 cents; quantity prices on request.

Doing Something for the Disabled. By Mary E. Switzer and Howard A. Rusk.

Keeping Our Schools Free. By H. Gordon Hullfish.

Let's Work Together in Community Service. By Eloise Walton.

Mental Health — Everybody's Business. By Katherine Glover.

Trade — And Aid. By Beatrice Pitney Lamb.

Washing Our Water: Your Job and Mine. By Helen Beal Woodward.

The Public School. Annual Report of the Profession to the Public by the Executive Secretary of the National Education Association of the United States, Willard E. Givens, 1201 Sixteenth Street, Northwest, Washington 6, D. C.: National Education Association, 1952. Pp. 15.

Serving Youth Is Education. By Harold Saxe Tuttle. Portland 7, Oregon: Lewis and Clark College, 1953. Pp. 12. 15 cents.

Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.:

Annual Report of the Federal Security Agency, 1952. Pp. 31. 15 cents.

Employment Outlook for Air Transportation. A Reprint from the *1951 Occupational Outlook Handbook.* 1953. Pp. 21. 20 cents.

Employment Outlook for Mechanics and Repairmen. A Reprint from the *1951 Occupational Outlook Handbook.* 1953. Pp. 25. 20 cents.

Employment Outlook for Technicians. 1953. Pp. 29. 25 cents.

Employment Outlook in the Automobile Industry. 1953. Pp. 33. 25 cents.

Employment Outlook in Metalworking Occupations. 1953. Pp. 48. 20 cents.

Employment Outlook in Printing Occupations. 1953. Pp. 31. 20 cents.

Federal White-Collar Workers, Their Occupations and Salaries, June 1951. 1953. Pp. 43. 15 cents.

How Children Learn to Write. By Helen K. Mackintosh and Wilhelmina Hill. 1953. Pp. 24. 15 cents.

Statistics of City School Systems, 1949-50. 1953. Pp. 85. 30 cents.

United Nations Pictorial. By the United Nations Department of Public Information. 2960 Broadway, New York 27, New York: Columbia University Press, 1953. Pp. 48. 50 cents.

The Workshop Handbook. By Walter A. Anderson et al. 525 West 120th Street, New York 27, New York: Bureau of Publications, Teachers College, Columbia University, 1953. Pp. 65. \$1.00.

Reading is to the mind what exercise is to the body.—Joseph Addison

JOURNAL ARTICLES ON CHICAGO

The ABC's of Air Cargo in Chicago	Kathleen Power	¹ September-October, 1950
The Anti-Cruelty Society	W. A. Young	November-December, 1951
Chicago, A Metropolis	Robert I. White	September-December, 1946
Chicago — Air Hub of America	Kathleen Power	October, 1949
Chicago and the Meat Industry	William L. Prentiss	¹ September-October, 1950
Chicago Chinatown	Rose Hum Lee	January-February, 1950
Chicago — Crossroads of America	Arthur C. Carlson	October, 1949
Chicago Excursion Information	Chicago Schools Journal Staff	November-December, 1953
Chicago, Mail Order Capital	John D. Austin	January-February, 1954
Chicago, "Milk Capital" of the Nation	Barbara Margerum	January-February, 1951
Chicago — Petroleum Center	Frank V. Martinek	March-April, 1953
The Chicago Public Library	Mildred Bruder	March-April, 1952
Chicago — Steelmaker for the World	Edward C. Logelin	May-June, 1952
Chicago Tomorrow	H. Everett Kincaid	January-February, 1948
Chicago, World's Grain Market	F. C. Bisson	September-October, 1951
Electric Service in Chicago	William H. Bromage	May-June, 1951
Eliza Chappel, Chicago's First Public School Teacher	Herma Clark	September-October, 1951
Gas Service in Chicago	William Helme	January-February, 1951
Lincoln and Chicago	Paul M. Angle	January-February, 1951
Literary Landmarks of Chicago	John Drury	November-December, 1948
Midwest Inter-Library Center	Ralph T. Esterquest	September-October, 1953
The Port of Old Chicago	Willard L. Groom	March-April, 1950
Telephone Service in Chicago	W. J. Peak	¹ March-April, 1951
The U. S. Coast Guard, What It Means to Chicago	C. W. Berkman	November-December, 1951
Work of the U. S. Customs in Chicago	William A. Rowan	May-June, 1951
Your Chicago Police Department	P. J. Kissane	January-February, 1951
The Zoo As a Teaching Aid	Robert Snedigar	January-February, 1948

JOURNAL ARTICLES ON ILLINOIS

A Brief History of Illinois	William I. Flanagan	May-June, 1952
Food Products of Illinois	Kirk Fox	September-October, 1952
Illinois, A Mineral Empire	Gilbert O. Raasch	November-December, 1952
Illinois State Parks and Memorials	Robert G. Miley	January-February, 1953

¹Supply exhausted

EDUCATIONAL CONFERENCES AND CONVENTIONS

March 2-5: Annual Convention, Department of Audio-Visual Instruction, NEA, Chicago, Illinois.

March 4-6: National Conference, Association for Higher Education, NEA, Chicago, Illinois.

March 7-12: Annual Convention, Association for Supervision and Curriculum Development, NEA, Los Angeles, California.

March 26-31: Biennial National Meeting, Music Educators National Conference, NEA, Chicago, Illinois.

April 1-3: Second Annual Convention, National Science Teachers Association, NEA, Chicago, Illinois.

April 2-5: Thirty-fourth Annual National Convention, National Association of Deans of Women, NEA, Washington, D. C.

April 11-15: 1954 Convention, American Personnel and Guidance Association, Buffalo, New York.

April 18-23: Joint National and Eastern District Convention, American Association for Health, Physical Education, and Recreation, NEA, New York City.

April 18-24: 1954 Study Conference, Association for Childhood Education International, NEA, St. Paul, Minnesota.

April 21-24: Thirty-second Annual Meeting, National Council of Teachers of Mathematics, NEA, Cincinnati, Ohio.

April 27-May 1: Thirty-second Annual Meeting, International Council for Exceptional Children, NEA, Cincinnati, Ohio.

CHICAGO SCHOOLS JOURNAL

Vol. XXXV

January - February, 1951

Nos. 5-6

WITH SUPPLEMENT

